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ABSTRACT

The document includes these presentations: "Minority Voices" (Mora); "Reflections of Outstanding Adult Learners" (Paulk, Stwyer, Torres); "Ethical and Quality Issues in Continuing Higher Education" (Sweeney); "Vision 2000: Guess Who's Coming to the Classroom?" (McCloud); and "Beyond Management: Continuing Higher Education Leadership for Successful Multiculturism" (Hall). Descriptions of the following concurrent sessions also appear: "Marketing to a Multicultural Society"; "Breathing Life into Your Alpha Sigma Lambda Chapter" (Sable, Schuehler, Barndt); "Workforce 2000" (Crockett); "Continuing Education and the Search for Equity" (Eagleeye for Zwerling); "Challenging the University" (Poonwassie); "The Adult Program at Temple University" (Alpert); "Infusing International/Multicultural Education throughout a College Environment" (Kollock); "Current Research in Adult and Continuing Education" (Campbell, Hine, Evenbeck); "The Role of Fund-Raising in Meeting Continuing Education Needs for a Multicultural Society" (Pankowski); "Investment in Job Opportunity" (Long, Bilderback); "Contract Programs" (Towne); "Creating a Multicultural School Environment" (Oliver); "Establishing College Centers for Older Adults" (Bugg, Cortwright, Mitchell); "Career Beginnings" (Bloomfield, Lindberg, Cole); "The National Association of Community Leadership Organizations" (Walls, Yancey); "Cooperation" (Kasworm, Shoopman, Dahlin-Brown); "Contract Programs" (Towne); "Continuing Education Minority Program" (Montagno); "Graduate Education for Part-time Students" (Caskey, Fuqua, Vonler); "The Avery Research Center for African-American History and Culture" (Whipper, Glascoe, Cohen); "Making the Curriculum Responsive" (Dennis et al.); "Persistence in Higher Education" (Miller); "Child Care" (Heitland); "Making the Most of What You Have" (Vonler, Harris); "Recruitment and Academic Success of Community College Students at Four-Year Institutions" (Garver, Kiyohara); "The Master Plan" (Penn); "Overseas Programs" (Rogers); "Importance of Self-Esteem in the Multicultural Classroom" (Preziosi); "Advanced Recurrent Education" (Blaney); "Two-Year Colleges Roundtable" (Hale); and "Managing in Multicultural Work Environments" (Bushnell, Rubi, O'Neale). The document's appendices contain committee reports, resolutions, a list of officers, and citations for leadership. (CML)

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The Association for Continuing Higher Education

ACHE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

1989 PROCEEDINGS

Charleston,
South Carolina

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EDUCATION FOR A MULTICULTURAL SOCIETY: A NEW AGENDA FOR CONTINUING HIGHER EDUCATION

PROCEEDINGS OF THE FIFTY-FIRST ANNUAL MEETING

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Charleston, South Carolina
November 12-15, 1989

Jan Jackson
Editor
California State University, San Bernardino

PREFACE

The 1989 Proceedings of the Association for Continuing Higher Education are presented herein. The theme of this 51st Annual Meeting of the Association is reflective of ACHE's commitment to lead higher education's response to the learning needs of an increasingly diverse society. Under the direction of Nancy F. Gadbow and the 1989 Program Committee, the development and design of this meeting were guided by the following statement:

> As we move toward the 21st century, we are becoming more aware of the needs of our changing multicultural society. What we understand as minorities today will become the majority, while poverty and limited education continue to impact the lives of too many in our world. At the same time, work and the workplace are being reshaped by advancing technology. If education can unlock human potential and break the cycle of poverty, powerlessness, and despair, then continuing higher education holds the key. It is capable of matching the emerging diversity of human needs and the changing world of work with the resources of the university, where research, teaching, and service can be directed toward reaching persons of all ages and groups. ACHE must adopt a new agenda to make education responsive to a new multicultural age.

The College of Charleston was a wonderful host. Abbie F. Smith and her Local Arrangements Committee did a remarkable job of introducing us to the warm, friendly, and hospitable City of Charleston, a city whose spirit could not be broken despite the ravages of Hurricane Hugo. Certainly, we agree that "Charleston is a city of infinite grace and dignity, a living reflection of a way of life that has all but vanished. A city whose people welcome you with open warmth and pleasure."

I wish to extend my personal thanks to those individuals who provided the support for this publication: Peter K. Mills for inviting me to serve as editor; the many recorders and committees for submitting the contents of this work; Lee Porter and California State University, San Bernardino for providing me the time and office support necessary to complete this monumental task; Donna Lewis for her word processing assistance; and Tom Ruvolo for his graphics support.

It is with pleasure and pride that I present this edition of the Proceedings of the 1989 Annual Meeting of the Association for Continuing Higher Education.

Jan Jackson
California State University, San Bernardino

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PART ONE: ADDRESSES

MINORITY VOICES

Speaker: Pat Mora
Writer, Speaker, Consultant

Presiding: Peter K. Mills, President
Association for Continuing Higher Education
Nova University

Moderator: Robert L. Stakes, Director
Division of Adult and Continuing Education
University of Texas at El Paso

Recorder: Barbara A. Roseboro, Manager
Eastside Center
College of Lifelong Learning
Wayne State University

Robert Stakes:

President Mills, ladies and gentlemen of ACHE, and honored guests. It is my very real pleasure to introduce to you Pat Mora. Pat is a native of El Paso. She received both her B.A. and M.A. degrees in English at the University of Texas at El Paso, where she later taught. In 1981, Pat became the Assistant to the Vice President of Academic Affairs at El Paso, and later became the Assistant to the President. In addition to her duties with the President's Office, Pat served as Director of the University Museum from 1988 to 1989. She also served as Interim Director with Continuing Education during 1982. As a writer, Pat has published two books of poetry, Borders and Chants, both of which received the Southwest Book Award for Poetry from the Regional Library. Her third book, Tomas and the Library Lady, is in print with Alfred A. Knopf Company. The third collection of poetry has recently been submitted to publishers. Pat has also published numerous articles and short stories in regional and national publications. Her poetry appears in the latest Norton Anthology, New Worlds of Literature. Among her many offices, Pat is an elected member of the Texas Institute of Letters and the El Paso Writer's Hall of Fame. From 1986 to 1989, Pat was awarded a Kellogg National Fellowship, which she used to study and examine cultural conservation.

Let me try to give you some background on Pat's world. El Paso is a city of over 525,000 people. It is 68% Hispanic. Our elementary schools are 72% Hispanic. We are growing more minority. Our area has been part of Mexico much longer than it has been part of the United States. During Pat's years at the University as an administrator, we went from a majority institution to a minority institution. Fifty-six percent of approximately 15,800 students are Hispanic; 53% are female. Eighty-seven percent of our enrollment comes from El Paso County, a county which is 72% Hispanic. When announcing Pat as the new Assistant to the President, President Diana Natalicio said, "No one understands the El Paso community better than Pat Mora." Pat made it her work to speak out on the critical issues, to voice the unpopular opinions, and to continually remind University structures of the "people" (not statistics) that we are there to serve. Her success resulted in her receiving the Hispanic Faculty and Staff Association Award for outstanding contributions to the advancement of Hispanics at the University of Texas at El Paso. Pat was often referred to as the conscience of the University through her work and writing. Pat Mora has sought to give voice to the life and aspirations of a minority trying to be heard. It is indeed my pleasure, and good fortune, to have her with us today...Pat Mora.

Pat Mora:
I am excited to be here with you today. I know that's the kind of polite statement that speakers are supposed to make, but I want you to know, quite sincerely, that all fall I have thought off and on about this opportunity, and I have looked forward to it because I firmly believe that individually and collectively you can make a difference. You have chosen what could be called a trendy topic for your conference. A number of conferences this fall have been on the move from the "eurocentric university" to what some are calling the "multiuniversity." I would like to believe, and in fact I have to believe, that you did not choose this because it is trendy, but because you are serious about thinking about education for a pluralistic society, and planning what action you will take. About a week ago, I was driving (I moved to Cincinnati)--I'm not even sure how to say Ohio yet--I was driving to Bowling Green. It was a beautiful fall day, and I have noticed since getting there that I get a certain perverse pleasure from putting Peruvian flute music, or Mexican music, or Spanish Flamingo music on my tape/radio, and turning it on full blast and thinking about the same kind of pleasure that I got when I visited a nature reserve in New Mexico, and I saw snow geese and whooping cranes standing in the middle of the desert. There is something invigorating, I think about what we might call compatible opposites. They say it is even true in relationships between men and women, right here. Anyway, that experience I sort of wanted to write about. I will be using one phrase in Spanish, "con gusto," which simply means "with gusto." And the name of this is "Foreign Spooks."

> Released full blast into the Autumn air from trumpets,
> drums, flutes. The sounds burst from my car like
> confetti riding the first strong current. Then
> invisible Imps from Peru, Spain, Mexico, grinned as

> they spring from guitars, harps, handflaps in the
> drafts of abandoned gray barns, and the shutters of
> stern white houses, burrowed in the cold cow's ears,
> the crackle of dry corn in swirl form, ton ripple, tree
> gnarl, all hollow until the plain wind stirs and they
> open their impudent mouths, and together, con gusto,
> startled sleeping farm wives, sashaying raccoons, and
> even the old harvest moon.

I think we're here, in part, to talk about that sensation of the feeling of being startled. What has happened to these United States? They are changing. Certainly the immigrant tradition is not a new one to this country. It could be said that it is the United State's oldest tradition. However, at one time, immigrants and those perceived as immigrants--(I thought about the public television show, "Mexican - Americans: Immigrants Who Never Left")--immigrants and those perceived as immigrants, were asked to forget their past. I had a good friend who was Registrar at the University of Texas at El Paso. One of the reasons I loved him dearly is that he lamented the fact that though his parents spoke Norwegian, he couldn't understand a word of it. He said that was because when he was growing up it was so important to his parents to speak English well, that they only spoke Norwegian at night in a whisper. Certainly, that story is not limited just to Norwegians. And, so, that gave me an idea for a poem. It is called Immigrants:

> Immigrants wrap their babies in the American flag, feed
> them mashed hotdogs and apple pie, name them Bill and
> Daisy, buy them blond dolls that blink blue eyes, or
> football and tiny cleats before the baby can even walk.
> Speak to them in thick English, "Hello baby, hello",
> whisper in Spanish or Polish while the babies sleep,
> whisper in the dark parent bed that dark parent fear:
> "Will they like our boy? Our girl? Our fine American
> boy?"

But we are no longer a fledgling nation. Robert mentioned that during my Kellogg Fellowship, I looked at a quiet movement called "The Cultural Conversation Movement". It is sort of the third wave of the preservation movements. The first was the historic preservation, and certainly this city is a good example of that. It is followed by the natural conservation movement; ideas like "save the whale." The cultural conservation movement is perhaps too quiet a movement. Those who are involved in it believe that we are all enriched by Cambodian dancing, Navajo weaving, Black gospel singing. That diversity is every bit as exciting as the biological diversity in the tropical forest that we hear so much about. Now, this is an enlightened attitude that asks people, not only allows them, but encourages them, to retain their language and their customs. I have to say that sometimes media works against this, because good advertisers know that it is far easier to market to homogenous audiences. Coca Cola, Guess Jeans... would like us to all be alike, particularly now in a move toward local marketing. And, so I think this whole notion of cultural conversation requires a little more struggle these days. What we are talking about is preserving cultural uniqueness. I noticed, in looking at your program, sessions like "Guess Who's Coming to the Classroom?" And, in part, I think we're also here to talk about, "Guess Who Isn't?"

Our country is changing. I'm sure you have heard about the demographic shift. I know that was earlier today, and you'll probably continue to hear about it. Certainly, popular figures are: "By the year 2000, one in three citizens in this country will be of non-European ancestry;" "But, in the next century so-called minorities will become the majority." Sometimes I'm concerned when these presentations are given, and this sort of feeling of "doom." I feel like these killer bees are being described swarming into the United States; an image that I have to tell you that I don't find particularly comforting. But, anyway, there are implications; the demographics have implications for the work force for the future, as was mentioned earlier, and that combined with realities like the increasing global interconnectiveness, technical advances, and increased life expectancy have serious implications for those privileged places called colleges and universities. Now, you have probably heard, and will continue to hear, what are called the enlightened self-interest arguments: "Where are you going to find your students if you don't start recruiting among minorities?" "Don't you need to protect your Social Security plans?" "Don't we want the United States to remain globally, economically viable?" And, I think it is important to listen to those presentations. I think, also, that it's important to be able to use those arguments. I also think that it is important to remember that there is a certain economic reductionism in using that as the only argument. Surely, as educators, we have to believe that there are other things that motivate people to take action. I don't, in any way, want to detract from this beautiful hotel we're in, and this very pleasant experience. But, I think that as moral human beings, in the best sense of the word, we have to take a minute or two to reflect on the fact that we are very lucky to be here, and very lucky to be in the surroundings that we're in. I think people who work at and attend colleges and universities are also privileged. But, I think those institutions seldom discuss that notion and privilege, in part, because privilege implies responsibility. Too often, institutions have been attentive to the powerful, and not powerless; to the articulate, and the voiceless; to the assertive, and not the intimidated. And though the public institutions may say that they reject the notion of the "Ivory Tower," I don't know how seriously they wrestle with the issue of accountability to society. I've been talking quite a bit this fall about the notion that colleges and universities do not just have intellectual responsibilities; they have social responsibilities. And, I think that is particularly true because in a technological age most of the leaders in this country are going to be graduates of our institutions. How often does your institution discuss the best way to prepare the men and women who are going to be serving on the school board, who will be the mayors, the governors, the presidents of international agencies and corporations? The presidents not only of this country but of others? Not often, I bet. I don't think that institutions discuss this moral dimension enough. In part, maybe, because in the past such institutions were usually elite; often the economic elite.

Life is paradoxes. At the time that I was driving up to Bowling Green and enjoying the beautiful leaves, having them in Cincinnati (and I tell you, even the sight of leaves is a shock coming from El Paso, Texas) and watching them drip down day after day, tingeing the air with red, green, and gold... at the same time that I was startled by that kind of natural beauty, I drive through low-income areas of Cincinnati and see people confronting unemployment and grim drop-out statistics. Life is a paradox; the world is beautiful, but unfair. In the same way, I think, we can be paradoxes. We can be energetic professionalists, busy with our programs and yet ignoring a difficult aspect of our true mission. Little of our society encourages reflection; we can watch T.V. while we eat, listen to music on the job, watch movies while we fly. We can avoid the uncomfortable. We can avoid people like **"Elena:"**

> My Spanish isn't enough. I remember how I'd smile listening to my little ones, understanding every word they'd say...their jokes, their songs, their plots. "Vamos"...but that was in Mexico. Now, my children go to American high schools. They speak English. At night they sit around the kitchen table laughing with one another. I stand by the stove and feel dumb alone. I thought it good to learn English. My husband frowned, drank more beer. My oldest said, "Ma Ma he doesn't want you to be smarter than he is." I'm forty...embarrassed at mispronouncing words...embarrassed at the laughter of my children, the grocer, the mailman. Sometimes, I take my English book and lock myself in the bathroom...say the big words softly...for if I stop trying, I will be deaf when my children need my help.

Now, what if you had a neighbor like Elena? Initially you thought that you and she did not have a lot in common. But then through the years, a lot of people like Elena moved in around you, and finally, one day you decided that maybe you should get to know Elena, and you invited her over. Would you be surprised if she didn't jump at the chance to come?

As you look at your service populations, are the Afro-Americans, Asian, American, Native American, Latinos in your service population appropriately represented on your staff and in your programs? How do you convince Elena to come? And, how do you convince your staff to treat her with respect when she gets there? Sad, but true, for generations human beings have been finding comfort in their skin color, their sex, their age, their wealth, their religion. We are all bundles of prejudice, and alone in the dark, we know that. We have images of what a successful person is, and you and your staff have images of what a successful adult learner looks like...what they sound like. We're comfortable with people who are like ourselves...the same economic class, interpersonal styles, linguistic ability. Edward Hall, in his book, The Silent Language, said that Americans view foreigners as quote, "underdeveloped Americans.". I don't think that attitude is always limited to foreigners. I am talking about, of course, the "R" word..."racism." The thorny issue of racism must be discussed as part of your time here. If you're interested in seriously addressing the issue of multicultural education. I believe in your talents and training. And, that as continuing education professionals, you have confronted challenges before. You began serving women more effectively; you began serving senior citizens more effectively. If you are determined to become committed and compelling advocates for increasing the participation of minorities at your institutions, in your programs, and in your profession, you can do it. You know how to plan, how to implement, how to assess. Let's assume that you do decide to do that. Let's assume that you decide to make increasing the participation of minorities a high personal and professional motive.

I'm going to make a few comments, and then, certainly I'll be happy to answer questions. I think one of the initial steps will be to take a hard look at your staff; administrative staff as well as total staff. A hard look at your faculty. Do they reflect the population you are trying to recruit? That is essential. When my youngest was a little girl, she said to me one day, "Mom, do people with blue eyes see the world the way we do?" Now, she was referring to eye color. It was a very philosophical question. Nobody quite sees the world the way we do. We are all products of our experience. I do think that people from particular cultural groups have a sixth sense and they need to be part of your staff. Now, I'm going to make two cautionary remarks about that. One is that products of a dominant society begin to accept the values of that society. Sometimes you may need to work with a minority staff member to remind them that indeed it is appropriate to invest their energies in trying to recruit that particular group because little in their past experience may have said that. I also think it is important not to merely delegate the recruitment of ethnic minorities to ethnic staff members. You need to be involved. In what? Well, in part I think it means some creative listening. I think that it is difficult to listen with your mouth open. And so, what you're going to have to do is take a step back and use it as an educational opportunity at listening, not just with your eyes, trying to become a good self-monitor, because different cultures have different values. For example, if you're working with a Hispanic population, personalizing your bureaucracy is going to be very important. How family members are going to be treated is very important, because it is an important cultural value. I had a staff member, when I was at the museum, who was very well meaning. I wanted to have some special programming for Black History night, and I had some Black colleagues in the community who had agreed to come up and meet with the staff and give me some good advice. One of my staff members was full of enthusiasm, but she wasn't a very good self-monitor. One of the people on the committee was an elementary school principal, for whom I had tremendous respect. This eager staff member went up and said, "Hi, I'm so and so....I'm so happy to meet you. Do you happen to have a good recipe for sweet potato pie?" Now, she meant well...right? But, that set the wrong tone for what was her initial meeting. So, I'm talking about that kind of creative listening, and being a good self-monitor.

Obviously, I'm fond of the Kellogg Foundation, so I will tell another Kellogg story. The Kellogg Foundation is working quite a bit in South Africa. Now, the person who is designing that part of their project is not from that part of the world, but he worked there. He was chatting with me about preparing himself to try to be a good consultant, and he said, "You know what I have found much more effective than all the data that I have read is that I have started reading a lot of novels written by South Africans. All of a sudden, I have a whole other level of understanding about that portion of the world." So, if you're serious about a particular group that you feel you are not serving as you want to, I think you have to come up with some creative ways, maybe some nontraditional ways, if you will, to educate yourself. So, diversify your staff, share your problem. This is what will eventually be the key to diversifying the curriculum, perhaps considering alternative learning styles, alternative marketing approaches, and maybe even alternative assessment procedures. What I'm interested in, of course, in being here, is the ripple effect. When you decide to take the initiative, to become serious about minority education, I think you're going to end up serving as leaders on your individual campuses for your institution, reminding your institutions that they do have moral, as well as intellectual responsibilities. This will produce the significant change I referred to. Now, I have to be honest. Change is frustrating and discouraging. You are all high achievers...you have plenty of problems; budgets, campus problems. Do you really need another challenge? I suppose my question is, what other option do you have? Because I think the other option is to have a cultural program that becomes less and less relevant to the community you're trying to serve.

As a writer, one of my greatest frustrations now is that because of the ever clever media, words have been cheapened. Good sturdy words like "vision" and "service" and "leadership" are limp from overuse. They are also used to advertise cars and cosmetics. But, you well know the rewards of a vision of service leadership. You know the excitement and the adrenaline rush of participating in institutional and social change. You know story after story about students whose lives have been changed dramatically or quietly because of your programs. I think sometimes we do have to stop and remind ourselves of the kinds of struggles that other people have to face, that we never had to. I was speaking in New York last Spring, and was invited by Rockland Community College to go and visit a satellite center. They had a group of adult learners, women who were primarily from the Dominican Republic and Puerto Rico. It was an extremely enthusiastic staff. The director said to me, "Every student who comes here is a success story". She proceeded to mention, just in passing, one woman and a hurdle that she was working on. Again it gave me the idea for a poem. I call it **"Signora X No More"**:

> Straight as a nun I sit, my fingers foolish before paper, a pen hides in my palms. I hear the slow, accented echo, "How are you?" "I am fine, how are you?" of the other women who clutch notebooks, and blush at their stiff lips resisting sounds that flow gracefully as bubbles from their children's mouths. My teacher bends over me, gently squeezes my shoulder, the squeeze I give my sons, hands louder than words. She slides her arms around me, while warm with love. Lifts my left arm onto the cold lined paper. "Signora, don't let it slip away," she says, and opens the ugly soap-wrinkled fingers of my right hand with a pen, like I pry open the lips of a stubborn grandchild. My hand cramps around the thin hardness. "Let it breathe," says this woman who knows my hand and tongue not. But she pries, and I dig the tip of my pen into that quiet. I carve my good name again and again at night until my hand and arm are sore. I carve my crooked name...my name.

I'm fond of the Yeat's quotation, "the best lack all conviction, while the worst are full of passionate intensity." Humans are too complex to usually be described as the best or the worst. But, you know people on your campus who feverishly talk about making money and who fearfully use the word "excellence," the most misused word around the college campuses. And, though there is some talk about multicultural education, I don't know how much conviction, and I don't know how much passionate intensity there is about it...and, it is needed.

I hope that you enjoy your days in Charleston, and that you eat good food, make new friends, and learn new facts and insights. I hope you build up a reservoir of new ammunition, but I also hope that as you return home, you develop a clear vision of multicultural education for your individual programs. I had the privilege of visiting a world development project in the Dominican Republic. One of the most amazing aspects of it was that from the director to the cook, every single member of the staff could tell me what the project was about, and why it was so important. I got very sincere lectures from the cook. It was urgent, to her...this was not a job. When you hear so much about the energy crisis, I wonder sometimes why we don't think about that hold of human energy that is available to us right within our office complexes.

I said that all fall I had looked forward to this time with you, and I meant it. I believe that individually, and collectively, you can return to your institutions, determined to make multicultural education a priority for your program, your institution, and your profession. You can do it. Use your power...use your power...use your power. Thank you.

REFLECTIONS OF OUTSTANDING ADULT LEARNERS

Presiding: Peter K. Mills, President
Association for Continuing Higher Education
Nova University

Greetings: Harry M. Lightsey, Jr., President
College of Charleston

Introduction: Nancy F. Gadbow, Program Chair
1989 ACHE Annual Meeting
Empire State College

Moderator: Jane Evanson, President
AAACE, 1989-90
Alaska Pacific University

Panelists: Hattie Paulk
Urbana, Illinois

Aurolyn Renee Stwyer
Warm Springs, Oregon

Alejandro G. Torres
Seneca, New York

Recorder: Edward W. Minnock, Director
Division of Continuing Education
Washburn University

Peter Mills:
We have the pleasure of welcoming you to the Second General Session of the 51st annual meeting. Our recorder this morning is Ed Minnock from Washburn University of Topeka, and we are especially delighted to have with us the president of the College of Charleston, Harry Lightsey--President Lightsey.

Harry Lightsey:
Peter, thank you very much. It is my very real pleasure to welcome all of you to the City of Charleston and the College of Charleston. I hope while you're here you will take a second to come over and visit the campus; it's only about two or three blocks over to the south of the field.

We have a rule in Charleston these days that we don't talk about the storm because everybody, I think, is getting a little worn out. I apologize that you haven't seen the city at its best, but I'm proud the city has done as much to come back as it has. Probably the hardest damage for me to get used to is the trees which have always been a beautiful part of this city. At the college, we have had some 300 year-old oak trees and it blew some down and blew all the leaves off. One of the students the other day stopped me on the campus and said, "The campus is beginning to look like you," and I said, "What do you mean?" He said, "Well, it's getting a little thin on the top." But it was quite an experience. I hope you will enjoy the city. It is truly a historic city where there are a lot of interesting things to see.

I know you are going to have a wonderful conference and learn a great deal, but I hope you will take a chance to visit around Charleston a little bit. As I said, come over to the college if you will; I think you will enjoy it. It's a unique institution, one we'd be proud to have you see. It's one of the colonial colleges--that is, it was founded in 1770 before the Revolutionary War. I think it's the only college in the United States to have on its first Board of Trustees three signers of the Declaration of Independence and three signers of the Constitution of the United States. It has 29 buildings on the National Historic Register, and I think you would have a very good time seeing them. If you're a naturalist, you would enjoy this being allowed to you because there is a set of original Aldermans. Alderman taught at the College of Charleston for a while and his two sons married two daughters of one of the presidents of the College of Charleston. From that period, one of the original sets of Aldermans is in the library in the special collection. Those are the kinds of treasures you can find all over this city. I think you'll have a wonderful time with that.

I wish you the very best for your conference. I can tell you that as an executive of a college that I certainly recognize and appreciate the importance of what you do. Everyone, I think, recognizes that this is an area where a good part of responsibility of higher education must lie in the future. I know I'm looking forward to working with our people and providing the kinds of services that you provide to the community here in Charleston and to the state.

I hope you have a very productive meeting; I hope you have an enjoyable time in the city. Please, if we can do anything for you at the college, let us know. Peter, good luck for just a great meeting. Thank you very much.

Peter Mills:
Thank you, President Lightsey, for your warm words of welcome. Nancy Gadbow, the Program Chair, has some announcements.

Nancy Gadbow:
Good Morning. I wanted to recognize a few people who are rather important to this conference and program and people who some of you may wish to contact. Each day of the week of the program, a member of the program committee serves a very important function as Day Chair. Scott Evenbeck served as Day Chair yesterday; his work is primarily over, so he can take a break. Although, he's Chair of next year's conference so he's just beginning his work. Today's Day Chair is Judy Donaldson. In case any moderators or recorders have questions or issues, Judy would be the person to see for today. Tomorrow's Day Chair is Robert Colley. On Wednesday, Ray Campbell is the Day Chair. Another important person, who is in charge of recorders is the editor of the Proceedings, Jan Jackson. Today's program is scheduled as it is listed in your program and in the agenda with the minor changes, so all the sessions will be taking place. Please check your agenda to know your particular location or to be aware of minor changes. We look forward to a good day.

Peter Mills:
I would also like to make some recognition of some distinguished guests we have with us this morning. Some may not be here in the room, others have participated over the weekend or may be coming in later, but this is kind of a mini-galaxy conference of leadership of the associations involved in adult learning. Is Mary Pankowski here from Florida State University representing NUCEA? Well, she's on the program later in the week, and I'm sure you'll have a chance to meet her. Over the weekend we heard from Tony Farma, a Trustee of the United States Association of Evening Students, who made a very interesting proposal to the Board of Directors. We also heard from Judy Kolowski, Executive Director of AAACE, on legislative issues and it's going to be, I think, an interesting future for us as we consider what ACHE's role will be in an attempt to influence legislation.

We have some special guests here from north of the border. That's not the Mason Dixon Line--that's the Canadian-U.S. Border. Tom Guinsburg, from the University of Western Ontario, is the current president of the Canadian Association for University Continuing Education. We have two past presidents of CAUCE--Milton Orris from Ryerson and Alex Waugh from the Woodworth College in Toronto.

This morning, I introduced to the "first timers" the ACHE past presidents who are on the attendees list. I would like to read their names and have them stand as a group and have you recognize them: Alex Charters, Bill Barton, Gail Nelcamp, Louis Phillips, Wayne Whelan, Frank Santiago and Hal Salisbury. Thank you so much. There's another president with us. She happens to be the moderator of this session. Her name is Jane Evanson, and she's from the University of Alaska at Anchorage and may have the prize for coming the farthest.

Jane is the former Dean of Continuing Education and today is Professor and Chair of Education and Psychology at Alaska Pacific University--Jane.

Jane Evanson:
Thank you, President Mills. Thank you, Nancy, for putting this program together. We said we were going to be informal this morning, and I'm hoping we can do that in an informal fashion. If you have a question that you want to ask, just jump up and they'll receive your question and I'll ask questions as we go along.

I'm pleased to be at my first ACHE Conference, and I'm already looking forward to Miami, after going to the first-timers breakfast; and I'm especially honored to be able to chair this session and interact with the 1989 recipients of the Outstanding Adult Learner Award. This program is coordinated by the American Association for Adult and Continuing Education and sponsored by ACHE and other groups.

Every year we receive hundreds of nominations for the Outstanding Adult Learner; and this year in March, we honored nine people. Three of our winners are here today. I remember sitting at the breakfast at the Capitol Hill Club in Washington D.C. with Peter Mills, and every time a learner got up and spoke we said, "No!" Then we'd hear another one and we'd say "No!" They were just overwhelming us and by the time the session was finished, we sat there with the congressmen and the senators, we all had tears in our eyes because it was so moving. The last girl who spoke to us in Washington was a paraplegic who couldn't even talk. She had seen an ad on television for a GED program in Oregon and had talked her father, who retired, into going to get his GED with her. She and her father went off and got their diplomas, and this young woman spoke to us with a machine. She's a paraplegic, she couldn't talk, and she gave the most beautiful presentation; she was a delightful, loving girl. And she proved to us that when you set a goal and make a commitment, anything is possible. So that is what we experienced in Washington. And we're hoping that next year, 1990, that some of you might want to attend this special breakfast at the Capitol Hill Club. I'm sure you'll receive information in your newsletter about the event.

Well, today we have three of our outstanding learners and they will share how continuing education has changed their lives, and we'll start with Hattie Paulk. Hattie was nominated by an ACHE institution, and she is a wonderful woman from Illinois. On page ten in your program, you'll see the name of these adult learners. Hattie has progressed through her education and her career working against the odds, and there are several things that are terribly impressive about her. For one, she's had over 50 foster children, and that just overwhelms me. She's now a graduate student at Eastern Illinois University, and she'll tell you how she got to this place. I guess the most impressive is that she is a loving human being and a mentor for many, many women and children today. So Hattie, would you like to come up and start. We'll react if we have a question for you and make it as informal as we can.

Hattie Paulk:
Good morning. You may see me shaking up here, but it's not because I'm nervous because I'm before you, but it's cold up here. First of all, it's a personal joy and a privilege to be here today. When I was asked to speak with you this morning on "Education for a Multicultural Society--a New Agenda for Continuing Higher Education," my first thought was what could I say to you, you the educators. One of the things that instantly reflected back, I know education is a sharing, and I figured that what I might do is share with you some of my experiences, some of my aspirations, some of my dreams.

One of the things that I feel is that you and I are suffering from what I would call a multicultural "miseducation" simply because the truth is not being told in our community. You may not know anything about me and my culture; I may not know a lot about yours. To give you an example of that, when I was coming here on Tuesday, one of the things that they served on the airplane was a small container of cheese. Now I know what cheese is; however, I looked at this cheese and said, "My goodness, this is some yellow cheese." So I proceeded to open it up out of the package, and I took a bit out and said, "My goodness this is some tough cheese," but what I didn't realize was that you're supposed to peel that little plastic container off. And I said, "Now was that because you were ignorant, Hattie, or was that because you were just unaware?" However, you know I thought that perhaps if someone would come into my home and if I would serve them some collard greens or some black-eyed peas, maybe you wouldn't know how to eat them. But one of the things that I think that we as people here in the United States need to learn is how to share with one another.

A nationally known educator and consultant says that information without interpretation is miseducation. One of the things that I would admonish you as educators is to never--and I'll repeat this again--never tell a person what he or she cannot do. The reason why I say that is because I can remember back in 1960 when I was in high school. One of the high school counselors said to me, "Hattie, you're not college material." That had an effect on me, but I am proud to stand before you this morning to say some 28 years later, I now have received an Associate of Arts Degree, I received a Bachelor's Degree. I also went on for a year in seminary, and right now I am enrolled in Eastern Illinois University in their graduate program. Now you tell me, is that college material?

If I can put my finger on one particular thing that caused me to go on to get my education, and I guess that would be the experience of a job I had. You know a lot of times we as individuals are put down, but the thing is you may be put down but the object is to get back up. One of the things that happened--I applied for a position at one of our local Air Force bases in Illinois. I was more qualified, I had my degree, I had more experience; however, they decided that the white male, who would not qualify, who did not have a degree, would get the job. He got the job and what happened is I said, "I'm not going to sit down and take this." So I didn't have to cuss, I didn't have to fuss, I went the legal route. I filed a discrimination complaint, and what happened took years to do that. In between all that, I had four children that I was raising by myself. And what's so great about it--those four children--I am proud of them and one good thing that we do teach our children is that dreams do come true. My oldest daughter is pursuing a degree in pre-med, my son is an attorney in Campton, New Jersey, and my third daughter is pursuing a degree in education; and last, but not least, is my youngest daughter we call "Mushy." And Mushy is pursuing a degree in Mortuary Science--now is that a combination? So any way, as a result of this trying to put my kids through school, this man got the job. The court said, "All right, Hattie, you've been discriminated against, so what we're going to do is give you a job, not the one you applied for, but the thing that was so ironic--they put me in a job where this same man was my supervisor. Being my supervisor I can't tell you all what I did go through--it would take me many, many days to do that. But one of the things that really got me was this man told me, "Hattie, if it's the last thing I do, I'm going to get you." My reply to him was, "When you get me, you make sure you get me good." Neither did I realize that perhaps a week later I would ask him for a tape, he would go in his desk drawer, he would pull out a tape and a gun in the other hand. This thing frightened me, but again I went on, and I filed another discrimination complaint. During that time I slipped and fell, injured my back and ended up in the hospital in the intensive care unit. They had given me medication that had affected my heart--never had heart trouble before--but through it all I've learned to lean on Jesus. One of the things that happened during that time, this man decided that he would stop my workman's compensation. When he stopped my workman's comp, I lost my car, my bills got behind, it forced me to go on public aid. My children were in school and just to show you how faith will come into play, during that time I prayed, "Lord where will I get money to continue to help my children go to school?" Their financial aid had not come through, but I made a phone call and explained to the people my children need to go on to college. They said, "Send them on down." They went with no money--just stepping out on faith, and they did graduate.

Another thing that happened after that, I asked if I could come back to work again. They said fine. Right before we went to Federal Court, I went back to work. They put me in another position. "Hattie, all the people that did this to you are gone, you don't have a thing to worry about." But guess what I found out later? My supervisor was this guy's best friend. Then what happened, and I'm in this position right now, they decided, "You cannot understand what we tell you." Here's a lady, not that you say that education measures how smart the person is, but it does give you an indication that you can process information. So they said, "We're going to move you." "Your going to move me?" "Yes, we're going to move you to the library." And the thing about being moved to the library meant that I had to work on Sundays, and that's definitely a no-no for me. I'd have to work at night. So what I've done again is filed another discrimination complaint. So right now, you know, many of you would have probably given up, but don't give up.

During all of this, and she mentioned about having 50 foster children, out of those 50 foster children that I have had, they have not just been the color of me, they have not just been Americans. Right now I have a white son, I have white twins, I have a girl that's from Africa, I also have mixed children; so I have a multicultural combination right in my own home. One of the things to remember is that once you become multicultural, don't keep it for yourselves. You know we could be as separate as my fingers, but then we should be as united as one fist.

One of the things that I did do as a result of all the things that I've gone through, was decide that I needed a bigger home to help other children. And this I'm going to tell you then I'm going to sit down--I don't want to take up a lot of time, but I just want to share this with you. Down the street was a big house and I said, "I want that house for those kids." I had no money whatsoever, and I kid you not. Well I prayed, I said, "Lord, if this house is for me, then you're going to provide a way--and guess what, He did. I didn't have enough money, went to the bank--He told me which bank to go to--I went! They said come and get the money. I got the loan, purchased the house. The house had been vacant for over four years, no money to have it fixed up--prayed again, and people who I didn't know came and they helped me paint. I didn't have carpet for the floors, but I went to the garbage cans where the carpet places were--found carpet for those rooms, found bedrooms to help those children, and right now I think that we have a pretty comfortable home.

And as a result of that, many of my children have gone on to college, not just my own, but my foster children as well, and they always come back. As a matter of fact, one came back the other day to visit, and when she came back she brought me a newborn baby and she said, "Ma, this is for you." I said, "huh uh, this is for you."

Now one of the things you've heard me talk about, how God has brought me through a lot of things, and I know you can understand that. That has been my source right there. I was reminded of a story when I heard the president talk about the trees. It's the story where this big oak tree is out in the forest and there is a little scroungy tree standing there beside it. A big wind came along, perhaps it was Hugo, and it blew the big oak tree up. And he said to the little scrawny tree, "Why is it that when you were blown you were still left standing?" And the little scrawny tree said to the big oak tree, "I've learned to lean with the wind." Well, I've learned to lean on Jesus.

Another thing I would like to say before I sit down, I'm reminded of another story of a little girl that went to the circus with her mother. As she was at the circus, she saw a man blowing up balloons and of the balloons that he blew up one was red, one was white, one was yellow, and last but not least one was black. He let the balloons soar up into the sky and the little girl said to the man, "Will that black balloon soar so high as the red balloon, the white balloon and the yellow balloon?" And the old man with lots of wisdom replied to the little girl, with tears in his eyes, "Honey, it's not the color of the balloon that determines how high it will go; it's what is inside it that counts." And I would like to say to each of you, may you continue to look back with satisfaction and follow with faith, and God bless each and every one of you.

Jane Evanson:

Thank you so much, Hattie, and you really show us that we are in the world's greatest profession. You are a tribute. I would like to introduce Aurolyn Renee Stwyer. Aurolyn is an American Indian from the West Coast and she does so many things, I can't even begin to tell you. Let me pick out a few. I mean everything from coaching a softball team to working as an internal auditor. Anyway, I'm especially pleased to present her because she is a leader among her people and she is a leader in our nation, and we want to hear a little bit about your activities. Very happy to have you with us.

Aurolyn Renee Stwyer:

Thank you. (Starting out saying good morning in her language.) Good morning everyone. I greeted you in my language this morning. My name is Aurolyn Renee Stwyer. I am very proud to be a full-blooded member of the Confederate Tribe of Warm

Springs in Oregon. I'm employed as the Internal Auditor for my tribe. I've been an accountant for ten years. I have achieved my Associate's Degree at Central Oregon Community College, and I've got three classes to go to finish my Bachelor's in Accounting. So it's exciting to be here among people that are students or work in a school and also work in business, because I have a lot in common with you. I am a single parent of an eight-year-old son, a facilitator for adult children of alcoholics; and recently I've let go a number of responsibilities which include facilitating and serving as chairperson of an education committee on a reservation, coaching youth softball, mentorian, conducting public relations activities. I'm also a former goodwill ambassador for my tribe. I represented Warm Springs at the National Conference in 1977, and traveled to a number of national pageants across the country. I achieved the title of Miss Indian Northwest, first runner-up to Miss National Congress of American Indians, and princess of the National American Indian Cattleman's Association. I believe that a table needs more than one leg so that a job, say, isn't the end of all.

My father instilled the values of education by his actions rather than words. He had a potential to become attorney for my tribe and he died in 1970 from an alcohol-related accident. My grandmother, who is also in heaven, gave me several meaningful messages. She said to always give people what they want in life, and you will receive what you want in life, to be humble, to always pray and to keep your smile. She said that I added wrinkles to her face because she was so proud she had a big smile. One significant person in your life can make a significant difference.

I'd like to mention a study that was done on successful Native American students in Oregon. A questionnaire was filled out by successful students, and the number one reason why they thought that they were successful was because they had one teacher that was important and played a very encouraging, supportive role during their school years. I thought maybe it would be school attendance or it would be parental involvement or some of these other things. I was really surprised to see that it had to do with the teachers. I wish to be a significant person in the lives of the youth and the community.

I have been on a jury of Healing for Adult Children of Alcoholics for the past couple of years and since then many miracles have happened in my life. It has been many mountains and valleys. There were about 1.4 million Native Americans in this country. We are challenged by the impacts of social problems of alcohol and drugs and as most other communities are as well. This impact plays a part in low self-esteem. We have the following statistics. We live ten years less than the national average. We have the highest rate of alcohol, suicide and diabetes. The average unemployment rate is 35 percent and as low as 95 percent on some reservations. My mission is to impact change in Indian history. I am of a blessed generation. There are many opportunities today because of the tenacious will to survive by my ancestors. I had an opportunity to become educated. Knowledge is power. I wish to arm myself with a diploma and keep my vision for the future.

I've really enjoyed this trip today. It's something that I've been looking forward to. I'm very impressed with Charleston. I got to go and just stroll around town yesterday and it felt very warm by these people here and very friendly and I learned about the culture here as well. It's real exciting to see that the tradition and the culture is still alive. This is an opportunity that I will cherish forever. Thank you.

Jane Evanson:
Thank you, Aurolyn. That was wonderful, and now, Alejandro, would you like to come up? Our last guest today is Alejandro Torres, and he is 26 years old and has accomplished great things in his 26 years. He left Mexico in the ninth grade, and joined the U.S. Military because of the educational benefits, and he has come through. He attended ESL classes and completed his basic training with very little English, and studied all the while and then got his GED. And then he was stationed in Germany where he worked as a mechanic, and he took courses through the University of Maryland, Embry-Riddle, and Central Texas, and he also was able to "CLEP" a few courses. And today he is just waiting for his Bachelor's Degree from the New York Program.

Alejandro Torres:
Well I'm shaking--not because it's cold. This is a lifetime opportunity for me. I'm nervous for many reasons, you know. I'm in the Army. I'd be more satisfied if we had a pup tent in here and mud on the floor or something like that, but I guess I'm going to have to do with this.

This is an opportunity for me because I believe that I'm talking to the people that can make many changes. Sometime from now we forget our fear, we realize that little steps can mean a lot of things for a lot of people.

I want to tell you something I found out a couple of months ago. When I was 16 years old, I had a friend. He was Colombian. We met at work--he lived in the north part of Chicago and came to the South and things got real different--we never really got to know each other. A couple of years went by. I joined the military. And about four months ago I was in Chicago, and I found out that he's doing 60 years in jail right now. He went into the cocaine business while I went into the military. When I look back, you know, and think about it, that could have been me.

That could have been me right here. Instead of talking to you, I'd be talking to someone in jail, and I think that a lot of people like you, had to do a lot of things for me to be here. They basically do their jobs as counselors. I'm talking about the Army counselors. They made us set goals, and guided us, too, all the way through.

This is an opportunity for me to tell you this because you can do the same thing for many people. Sometimes we get so busy and don't realize what our judgment is--to change these people--to make a difference between going to college or going to jail. Now, I'm not saying that this is not a difficult task; but sometimes it's not difficult. It takes just a little bit of effort.

You know, when I first arrived here, I was thinking, "Golly, what am I doing here, you know." I got to the hotel and it was full and I said, "Oh, my God." I started thinking about it. What am I supposed to be doing here? What am I supposed to tell you? I'm pretty involved in economics, sociology, and it's pretty much concentration for my Bachelor's. I had a question there, a question I want to ask you to remember. They said that as the economy moves to the year 2000, hispanics and blacks are going to find it difficult to find a job. Hey, that's fine for me, I'm already employed. I don't think I'm going to get laid off anytime soon. But you know the question that I have is, are we willing to pay the price to leave these people behind? Can we afford to leave them behind? Let's face it, in the United States, we go through historic times--not only as a nation, but as a world. We cannot afford to leave these people behind, because we cannot afford the social implications that it's going to bring us. Therefore, I ask you to make a sincere effort to invite these people to your college, not to give them only an opportunity, because just like she said, I can be starving and you can give me food. If you can bring me any food that I don't know, you just give it to me and say, "Here!" So, I'm still hungry. You guys tell me how to use this. If you show me how to plant crops and grow food, then I can progress. Tell me what you provide for me? We can go take canned goods to Africa and leave it to the people there--if we forgot the can opener, you know, it's not going to make too much sense. We can make the produce to bring these minorities to colleges, but if they're not finishing, it's no sense--just forget it. Don't do it; because before you brought them to your college, you had a hispanic, a black with no goals, with frustrations. You take a kid to college and don't make the necessary efforts and implement the programs to keep him there, he's going to get more frustrated. He's going to be resentful, not only to the organization, but to the rest of us. Thank you.

Jane Evanson:

Perhaps the most important thing we can do is listen to the learners, and have our learners speak to us more often, because this has been especially helpful for me today.

I would like to invite all of you to make plans for the 1990 Adult Continuing Education Week. Mark your calendars now for that week of March 18-24. Peter and I hope we see you for breakfast at the Capitol Hills Club with our learners and our legislators, on the Wednesday of that week; and Peter says he hopes that everybody has the opportunity to attend at least one breakfast. It's such a special event and one of your ACHE members was responsible for launching this whole program, Jane Healthman. She's in the audience, so Jane please stand up--she started this whole thing.

Are there any questions you'd like to ask? Do you want to know what our learners are going to do next? When you finish college, you're going to receive your diploma very soon. You've already finished the work. (Talking to Alejandro Torres-- he responds.) So Alejandro wants to pursue a Master's in Human Resources or Public Administration.

Hattie Paulk:

One of the things when I talked about being in the library where they had shifted me--no I won't expect to stay there, because there's not a challenge there. The work that I do, anyone can do. What I'm looking at right now, my long term goal, is to get a Master's Degree in Guidance and Counseling, and if the Lord says so, to go on and get a Doctor's Degree. One of the things, that with all I've gone through-- through the legal means, my son said, "Mom, you need to go into the legal field so that I can help someone else." And I think with the experience that I've had, that's a possibility too. But I'm kind of drawn between things with the children I've got, and most of the kids I've got have been those ones that you all will probably receive--the ones they said are "the bad ones." All the ones I've got have been those who have cut up, been on drugs, been abused, you name it, and I specialize in special-need children. So as a long term goal, I would like to eventually have another home where I can hire someone who can go in there and work with these special-need children.

Jane Evanson:

Thank you, Hattie. You still have time for two or three careers. Any other questions and we'll close. One more. Yes.

Question:

We often hear that colleges are such isolated cold places and as adults who have finished your Bachelor's Degrees or are close to finishing your Master's Degrees, can you tell us, as Continuing Educators, what kinds of things we can do to make our colleges more supportive environments for everybody and especially for adult students?

Alejandro Torres:

You know, when I was going to college, many times I felt like I was real old. Everybody there was like 18, 19, 20. The main thing they talked about was what they were going to do tonight. My main concern was to go home as soon as I could to see my kids. Programs are as good as the people you got in there. If they had a program--and I was invited a couple of times through the mail--but most of the times I don't read my mail, because I'm so busy doing something else and I put it in the trash can. They have programs for adults going to college, but I don't think anybody approached me saying, "Hi, how are you doing? I'm so and so. This is what we got to offer to you." We need the people behind programs to make them work. People who are willing to say, "Well, we've got all these people. Let's make a program to bring them together so they can share experiences." You've got good programs, but they can't work--you need someone to push them to make them work.

Hattie Paulk:

Not only that, once you've learned and you've made people feel comfortable, there is one other thing that the three of us shared, and I hope they don't mind that I'm going to share it with you. But I think you need to know you isolate people. We were talking last night about when we were at the reception. Out of all the people, you associate with like-kind. The three of us were over in the corner by ourselves. And they said, "Look, you know, is it because we are black, or hispanic, or Indian that you didn't feel that you could come and talk with us?" You have a tendency to stand off from those things that you don't know anything about. I learned to appreciate other races. You know, it's not to say that blacks don't have prejudice, because some of them do. But when you have, when I had those white children in my home, one of the things that I learned was that color doesn't make the person. Think of your multicultural people as being like a flower garden. In that flower garden you have different aromas, you've got different textures, you've got different colors; but in the midst of all that, you all have something special. So, think of it in terms of that with regard to programs for minorities. For us, we can talk about a lot of things. For when it comes down to it, you know, I'm in graduate school now but I can only take one course. Why? Because I couldn't afford it. Provide monies for those people to get in there. Now when we look at the amount of people who are coming into the white colleges, what he said before, what percentage are graduating. We need to be about our business of keeping those people in to graduate. If in fact you don't have anything as far as cultural enrichment for these people, you are going to lose them. And we've got to be the key; I think education is the key.

Once you are educated, you'll know how to accept those people in setting up those programs. When you are setting up those programs, don't set them up for failure. You know, one of the things that your goal should be is not just getting them in there but getting them out as well. Because it's going to be productive to each of us in our society. Once they graduate, then they can give back rather than hold on. And you need to have black educators in the school system. One of the things, not to say that you can't relate to whites, but that you can relate to other black faculty members, too. So we need to make a conscious effort to recruit minorities in that area as well.

Aurolyn Renee Stwyer:
From my Native American standpoint, going to college is very foreign to us. We live in a very close community, very isolated, many, many miles away from the cities. We have families who are a very important part of our lives. We are extended families, and that's why I chose to be a weekend college student. I commute 120 miles away to go to school on weekends and evenings to finish my degree so that I can let my eight year old son stay rooted in the community and my family can help take care of him so that he doesn't have to make any adjustment of moving into the city. But I have experienced attending a college in a major university and it was, like I mentioned, very foreign to me. I was alone in the city and there wasn't any real network that I could identify with there in the college. I attended classes 80-300 students. If I wanted to talk with the instructor, I had to go by his schedule and maybe squeeze in 10 minutes here and there. But that was really discouraging. With all of the requirements of school, I felt very discouraged and when I chose to return to college, I really liked the personalized individualized attention of private colleges that made me feel like a human being and that would take the time and help me achieve my goals and really give me some attention. That was one of the things that helped. Thank you.

Jane Evanson:
Unfortunately our time is up and we've enjoyed this opportunity to visit with you today, but perhaps we can all go to the break and to the outside and continue discussing. Thank you.

Peter Mills:
Thank you very much, you've been a wonderful panel, and you did exactly for me again what you did in March. There's another reception tonight; and I suspect that if you go, someone will come over and talk to you. Thank you.

ETHICAL AND QUALITY ISSUES IN CONTINUING HIGHER EDUCATION
(Luncheon Address of the President Elect: John Michael Sweeney)

Speaker:	John Michael Sweeney, President-Elect Association for Continuing Higher Education Fairfield College
Presiding:	Peter K. Mills, President Association for Continuing Higher Education Nova University
Recorder:	Jan Jackson, Assistant Dean Office of Extended Education California State University, San Bernardino

Opening Comments

The first thing that I want to say is "thank you." Thank you for giving me this opportunity to serve you and ACHE.

Serving as president of this great organization is the highest honor I have ever received. I owe thanks to many people who have helped me and guided me over the years. Most of those people are in this room, and it would not be possible to name them all here. But, I hope that you will understand if I mention one person who has served as my personal mentor, role model and hero--Gail Nelcamp. Thanks, Gail, for making this possible for me.

I am very pleased that the organization is in excellent shape. Roger's resignation will certainly set us back, but like all good planners, he had ACHE ready for this type of transition.

We are very fortunate to have Lynn Penland willing and able to take the helm. She will keep us running smoothly and, I hope, keep me out of trouble. She is the type of person who can tell you what to do, tell you how to do it, and then go ahead and do it for you. I am looking forward to working with her in the future.

One of the responsibilities of the incoming president is to select a theme for the annual meeting. After looking over the material on several possible topics, I have chosen ethical and quality issues in continuing education for us to consider in the next year. There are a number of things happening in this area that need to be addressed. So, I have prepared a position paper to help set the stage.

Address

Since its inception, the field of continuing higher education has been at the forefront of educational innovation. The fact that we serve part-time students was a major change in the practice of education. Developing systems to meet the needs of this unique clientele served as the driving force and primary impetus for introducing new and innovative educational packages.

Because we are different and innovative, we must sometimes struggle to gain the respect of our more traditional colleagues. We have made progress and must continue to gain credibility for our programs. We must expand upon our practices and work to integrate them into the educational mainstream. We must continue to provide needed services to our clients while maintaining the integrity of our institutions and providing for the needs of our communities.

In the past decade or so, adult students have been discovered by a variety of educational providers, both traditional and those who are new to the field. One substantial reason for the interest in serving these students relates to the opportunity to realize a profit. And, those who have entered the field of adult education for the sole purpose of making money represent one of the most sinister challenges to continuing higher eduation. Some have not operated in ways which serve the best educational interests of students and which meet the rigor typically associated with high quality academic programs. Diploma mills, as they have come to be known, threaten all of us who do provide legitimate collegiate programs to our clients.

One of my goals for this year is to have ACHE develop a set of standards and ethical practices to which all can subscribe, which continue to give our programs added credibility and which clearly set us apart from the unscrupulous practitioners who, in effect, sell degrees and certification.

While it is true that as innovators we must act on the margins of standard practices, our efforts must be reasonable and--above all--creditable. Let me highlight some of the ways in which we differ from and challenge traditional academic practice.

The widespread use of educational delivery systems that differ from standard lecture and laboratory courses is, at least in part, a product of continuing higher education. Courses meeting one time per week for an extended time period are essential to our practice. In this manner we permit part-time students to minimize the need to come to campus and, as a result, better accommodate their schedules.

Independent study on a large scale is within the domain of our field. This includes the standard one-on-one independent study experience but has been expanded to allow students to use experience as a classroom in the sense of the open university concept. We have made extensive use of media-assisted courses by using radio, television, and newspapers to augment classes which we offer.

Credit for life experience is another area which we have pioneered. Realizing that older students may bring more to the educational arena than their younger counterparts, we have sought to recognize knowledge gained through experience which is college level, and to award either advanced placement or actual credit when the academic component of the experience can be validated.

Our faculties are typically drawn from areas both inside and outside of the educational institutions which we serve. They are not the traditional college or university cohort. They bring academic credentials and real world experience to the classroom.

The area of noncredit courses is also within the province of continuing higher education. Here a great deal has been done with the non-collegiate sector. Courses for older adults, retraining, general interest, and a variety of professional areas are part of this important aspect of our practice.

As innovators we have provided new and varied opportunities for our students. But, as I said earlier, innovative strategies are usually slow to be accepted. However, over the years our efforts have increasingly gained respect and acceptance. Why? We have been in the area for a substantial period of time. We have produced high quality graduates who have been successful and serve as examples of the potential of our efforts. We have involved our skeptics in our endeavors and made them believers. Our students are attractive as they increase in number and relative proportion to the traditional college age population. And, we make a lot of money which can be used by our institutions to support more traditional programs and services.

Given our current level of success in gaining acceptance, we cannot lose sight of our predominant goals and responsibilities. We have a responsibility to our students to make certain that the credentials which they earn are valid and acceptable. We have a responsibility to the larger educational community to provide creditable programs of high quality. We have a responsibility to the overall community to make certain that our graduates and others who earn credentials in our programs meet the standards generally attributed to such graduates. If we fail in any of these areas, our students will not be accepted or will not be equipped to succeed, the overall value of collegiate education will be downgraded and employers and others who rely on the services of our students will be misled.

Most of us have the overall umbrella of our academic institutions to give automatic credibility to our programs and courses. We have the sanction of various regional and professional accrediting agencies by virtue of our university or college affiliation. Our graduates have the overall reputation of the institution when they use the credentials that they earn from us as support in securing jobs and the like. Thus, we must act responsibly to maintain the integrity of our institutions.

In 1987, Bruce Carnes told us that because of the declining workforce and changes in demographics, continuing higher education should be redefined. He felt that we are needed to train for an increasingly dynamic economy. In addition, he indicated that students' motivation is becoming increasingly vocational and less recreational and that they are demanding programs that demonstrate results related to these interests. In his view, quality means improving the performance and vocational competence of our students.

There is no doubt that we will have increasing pressure from our students to both provide credentials and real skills. However, we must not lose sight of our responsibility to provide general education and fulfill the academic goals and philosophies of our institutions. Our programs probably should have a vocational emphasis but not at the expense of academic credibility. They should include a broad general education component.

We will experience increasing pressure from companies and individuals to provide vocationally oriented training. We will expand our cooperative agreements with companies and institutions who employ our students and as a consequence they will have more leverage in our decision making process. In spite of this, we must maintain the ability to make responsible decisions and to provide courses and programs of high academic quality.

One of the by-products of the development of programs by colleges and universities to serve adult students is the realization that these endeavors can be producers of substantial revenue. Unlike traditional programs which are not supposed to have profit as a motive, continuing education programs must rely on their ability to produce a profit for their existence.

Others, in the entrepreneurial arena, have seen the profit potential of programs for adults. They have also become aware of and capitalized upon the various convenient delivery systems that we use. In the correct context and for the proper motives this is not bad. But, as Stewart and Spille indicate in their book Diploma Mills: Degrees of Fraud, the desire to serve adults does not always find root in sound educational rationale. The consequences of diploma mills are serious. Students are duped into seeking and earning credentials which are meaningless and useless. Those who provide grants and loans to students are often taken in the process. But perhaps most importantly, they reduce the credibility of legitimate continuing education programs since they use our methodology and serve our clientele and try to ally themselves with our field.

There are many issues that we must address. How do we continue to be innovative and responsive to the needs of our clients while protecting the integrity and quality of our programs? How do we qualify our faculty and prepare them to teach in our programs? how do we set ourselves apart from others engaged in similar enterprises, both legitimate and fraudulent? How do we satisfy the vocational motives of our students in an academic environment? How do we assess and insure quality in our programs, both credit and noncredit? What are the appropriate roles of businesses and other institutions that seek alliance with us for the purpose of training employees? How do we meet the demands of a changing environment and workforce place upon us in serving new and previously underserved populations? By what standards are we held accountable?

There seems to be an unending list of questions, and I do not propose to answer them here. I do believe ACHE has a role in developing the list of questions and designing strategies in response. Therefore, I have appointed a committee on ethical issues in continuing higher education and charged them to articulate the issues and develop responses. My hope is that ACHE, like many related organizations, will adopt a statement of ethical conduct to which all of our members can subscribe and by which we can begin to make a difference in curtailing the proliferation of poor practices and programs offered for adult students. Through these practices ACHE member institutions will continue to set the standard for the field of continuing higher education.

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VISION 2000: GUESS WHO'S COMING TO THE CLASSROOM?

Speaker: Patricia Russell McCloud, J.D.

Moderator: Ruby Hendricks, Director
Center for Lifelong Learning
Jackson State University

Recorder: Paula Peinovich, Chief Academic Officer
University of the State of New York
Regents College

America's population has changed, and the new focus is diversity as a competitive advantage. Our nation seeks to identify the talents, abilities and expertise of all persons--majority, minority, traditional, non-traditional--to maximize the full utilization of human potential. As we hear a call for excellence in education, we are necessarily concerned with equity for all students in our increasingly multiethnic, multicultural society. The mandate is to ensure inclusionary recruiting policies, institutional practices and sensitive personnel to meet the needs of all who seek learning opportunities in the decade of the 90s and beyond.

Dr. McCloud, in her own inimitable style, marched the audience through an eloquent "performance" of this subject with a cadence and beat that cannot be captured in print. Any attempt to reproduce Dr. McCloud's presentation in transcriptual form would not only be an impossibility, it would be a disservice to our distinguished speaker.

The editor regrets the inability to reproduce Dr. McCloud's speech in written form.

BEYOND MANAGEMENT: CONTINUING HIGHER EDUCATION LEADERSHIP FOR SUCCESSFUL MULTICULTURALISM

Speaker: James C. Hall, Jr., Vice President
Special Programs
York College, City University of New York

Moderator: Scott Evenbeck, Director
Division of Continuing Studies
Indiana University

Recorder: Robert E. Williams, Associate in Higher Education
The University of the State of New York
Regents College

INTRODUCTION

Beyond Management: Continuing Higher Education Leadership for Successful Multiculturalism. The title of this session contains three basic concepts that give a foundation of ideas for this presentation. They are: beyond management, leadership, and multiculturalism. Let's begin by examining each concept.

Beyond Management

Beyond management is a means to an end. It is what we do in order to achieve something. It involves tasks regarding budget, marketing, supervision, evaluation, publicity, record keeping, registration, and instruction.

Management for us usually involves various day-to-day operational tasks. The "how" of it all.

Management is often directly influenced by a mandated response to concerns of our institution, community, constituency, etc.

There are major demands to bring in money, to be a profit center, to generate enrollment (get the bodies in here), to maintain good public relations, and to do something that makes us look good. It's significant that money, enrollment, and public relations people look down their noses at us when we do it very well, and complain when we don't.

Our Management is "how" oriented!

The "what" we do, meaning the overall goals, educational outcomes, societal aspirations, the "grand purpose," is related to knowledge acquisition, attitude development, and skill building. Often all of this is "assumed" or to say the least "infrequently discussed."

Our jobs require that we be more than proficient, detail-focused implementors.

The critical nature of what we do and who we should be demands that we have and fully utilize our capacities of vision, analysis, judgment, prioritizing, decision-making, creativity, conscience, ethics, values, commitment, and enthusiasm. These are heavy words, not small, simple words.

We must be guided by the "notion" that we are "key" people in our society. We can make a difference. There is an expression that I always like about a difference: "A difference to be a difference must make a difference." We talk about making a difference, but unless we do make a difference, we are not a difference. It's the "difference" aspect of management that moves us beyond three of the other skills we have. We must manage to capitalize on our skills: technical, (registration, the programming, the brochure), human skills (we must manage people) and most of all conceptual skills.

We are not mere managers--small "m." We are Educators, with a capital E.

We must modify the behavior of ourselves, our clients, our staffs, our institutions, our funders and the behavior of the world we live in. Thus: Beyond Management.

Leadership

Continuing Education must become "the dog that wags the tail" of education rather than the other way around. Our tradition is one of being student centered, using effective pedagogy, and technology, being outcome oriented, user-friendly to evaluation, accountable, sensitive to social issues, working with others, and caring. We care about who we serve rather than what we teach. We should not "cap" our growth (i.e., development and potential) by following traditional, academic paths of our institutions.

We must be a force that leads, stimulates, and ignites. We must be a pathfinder, a marathoner--not a sprinter (a tortoise, not a rabbit).

We must be a catalyst for accelerated improvement of education. Thus we must lead--not follow. Thus, the second concept is leadership.

Multiculturalism

Demographics tell us what is going to happen in this nation. This conference confirms the need to focus on the concerns of multiculturalism and pluralism.

Our current and future nation's existence is severely impacted by racism, by the clash of cultures, and by the clash of "castes." There are changing balances of power among groups, and there is a fight to see whose "norms" will prevail. Unless we learn to live together we will die together. Successful pluralism/multi-culturalism must be achieved or our nation will be destroyed.

Conclusion to Introduction

We are more than managers, we are educators. We are more than followers, we are leaders. We must ensure that our nation successfully exploits its multicultural and pluralist nature.

POINT OF VIEW

1. Is there a difference between continuing education leadership for successful multiculturalism and other general continuing education leadership?

I'm not sure. But there exists a remarkable phenomenon that attacks this concept. When I use the word majority, I mean white America and, when I talk about minority, I mean Blacks, Afro-Americans, Hispanics, native Americans, and women. The current majority of educational leaders will find themselves operating in circumstances in which they are a minority. Conversely, the minority educational leaders will find themselves in circumstances in which they are a majority. Leaders and constituencies will be more reflective of current minorities regarding political leadership, administrative leadership, clients, and community. America is going through a very significant change.

It is a "flip flop." What does this mean? We have been fascinated with this concept, e.g., stories of the prince/pauper, movies of exchange, about race-wise, sex-wise, class-wise, and age-wise people. Flip-flop is reality not fiction or fantasy. So how we as educators behave and how we prepare ourselves and staffs is critical.

Successful educational leadership in our multicultural society will call for people who can deal with the "power" of an "other" majority--the perceived powerless of being a minority.

Cognitive thought should be given to this phenomenon before the fact not after the fact! This is a unique and funny situation, if it weren't so frightening.

2. How does one handle the burden of being a minority educational leader in a "majority" world?

Examples: Peace Corps/Vista -- volunteers?
Traditional "Liberals?"
Missionaries?
Other volunteers -- Community, industry

People operate as a minority as long as they have a secure base of majority-ism. People go anywhere in the world as long as they have a refuge to go back to. One has a majority support system whether it's in the embassy down the road, in government or finances. I have the confidence of a majority power. If I am not challenged, I can operate that way. When majority power is stripped away, however, disaster follows. Loss of identity, anger/hostility, frustration, diminished accomplishment, motivation, and self control often occur.

3. Where can one find models of and insight into successful multicultural leadership?

There are two groups, successful majority people and successful minority leaders, who have impacted on a majority world and modified attitudes, and behavior.

4. What particular knowledge, attitudes and skills are necessary for successful continuing education leadership in regard to multiculturalism?

Self confidence, internally founded; curiosity; enthusiasm; humility; appreciation of differences; a sense of humor; sensitivity about commonalities; self discipline and control; ability to listen and observe; an outcome orientation rather than means and tradition; risk taking; trust; ethical behavior; accountability; intelligence; competence; passion (have commitment); knowing how to deal with stress; and manage uncertainty; leadership skills that can empower others to deal with change and staff development that involves renewal, creative destruction and disintegration. We have to learn how to get rid of things we have lived with for generations in a creative manner.

5. Are these "talents" unique to being a minority leader in a majority world or for leadership in multiculturalism?

No, any good educational leader will benefit from the capacities just noted. The point is that one must practice them more enthusiastically when one is not in a dominate position.

In addition, minorities, e.g., successful Afro-Americans, have had to learn to be extra right; to be a fast learner; to get ego out of the way; to be functionally externally defined; to deal with perspectives instead of emotion; to be ends-oriented; to be a mercenary, to do something because you are getting something out of it; and to recognize self-interest.

6. How does this translate into specifics of behavior? Here are some do's and don'ts:

Do emphasize inclusion and expansion which means in a multicultural world one must include and expand people beyond what they are. Don't reinforce narrowness and isolation.

Do use all there is--content, special events, seating arrangements, pedagogy, enrollment, staff and ambience for multicultural "ends." Don't segregate content and curriculum.

Do institute the supplemental second curriculum for improved pluralist existence. Don't limit learning/instruction only to what people ask for.

Do be an advocate for social outcomes. Don't be afraid.

Do be an agent for positive change. Don't be a mere carrier of current mediocrity.

Do deal with complexity and take risks for the best. Don't stereotype people with simple solutions, simple matching: black to black, women to women, handicap to handicap. Don't have or encourage inappropriate expectations of what "they" can or cannot do.

Here is a message for the minority who becomes a majority leader: The day is coming when we will have a choice. Do not exemplify the "Monkey see, Monkey do" phenomenon.

SO WHAT! A BRIEF REVIEW

We must go beyond management because we are leaders, not followers. We must be proactive for successful multiculturism. Either we are in charge, or its in charge of us. Our job description must be the dog that wags the tail, not the mere tail of the continuing education dog. The unique flip flop of circumstances of leadership in the future, the majority-minority reversal, is something to prepare for.

The number of capacities one must have and extraordinarily practice to be such a leader is vast.

The nature of such talents and capacities is universal. Let me end with a warning to minorities regarding the shoe on the other foot syndrome: Choose to be different for all our sakes.

PART TWO:
CONCURRENT SESSIONS

MARKETING TO A MULTICULTURAL SOCIETY: A MARKETING EXCHANGE

Moderator: Judith Donaldson, Director
Career Programs
New York University

Recorder: Billye Ruth Goss, Director
Continuing Education
Midwestern State University

Judith Donaldson, the moderator, started off this period by stating that the purpose of this session was to provide for an exchange of as many ideas as possible with one another on marketing to a multicultural society.

She stated that continuing education directors are one-half educator and one-half marketer. She then presented excerpts from an article, "Adult Education: Breeder of Inequality," by L. Steven Zwerling from The New York Times. The excerpts were designed to show that we, as continuing education directors and marketers, have a responsibility to use our positions to help our schools become multicultural.

Dr. Donaldson indicated that we need to make efforts to understand the different ethnic groups in our areas and build programs with them in mind as well as market to them.

Joe Dumbra, Director of the Division of General Studies at Pace University, then shared with the participants information on a successful program that his school has going that was started with a grant from the National Council of Negro Women. Its purpose was to move black women from blue and pink collar jobs to clerical positions. It consisted of a liberal arts associate's degree augmented with introduction to business courses. It was designed as a year-round trimester program which would enable students to hold full-time jobs and, at the same time, complete an evening associate's degree program in two years. It proved to be too tough and unrealistic and has been revised. It is now set up to attract women and men of different races and ethnic groups.

Harriett Bennett, Director of Marketing, Indiana University, stated that they had put a coupon in a newspaper offering a free class. From those individuals returning the coupon, IU experienced an 18 percent retention rate for future classes.

Robert L. Barber, Associate Dean of Academic Affairs, Jamestown Community College, told of a program called "New

Directions" which provided grant money for students to take their first six hours free. After that students were furnished with a good bridge to financial aid.

The idea was presented that we should advertise in all kinds of papers in our areas--not just our white, middle-class ones.

Brad Benson, Program Administrator, University College of Syracuse University, told of a successful series of oral history programs in the evening that were presented by blacks, Jews, and native Americans. He stated that for a program such as this to be successful, a lot of ground work needs to be done before it is presented.

Bea Gonzales, Director, Higher Education Opportunity Programs, University College of Syracuse University told of being able to recruit minorities by going directly into the community via churches, parent groups, etc.

R. Dale LeCount, Dean of Continuing Education, Muhlenberg College stated that every student at his college had to take a non-western cultural course.

Dr. Berchmans Coyle, Director of the Division of General Studies at Pace University, told of bringing sixth and seventh graders to the campus to introduce them to college and, hopefully, a college career at Pace.

George Sisko, Associate Dean at Kean College of New Jersey, shared both ideas and printed brochures that had many different ethnic groups included on their covers. He stated that they were selective about where the brochures were distributed in order to make the best impression with them. They have brochures such as "Kean, A Message to Black Students," and "Kean, A Guide for Hispanic Students." Kean's slogan is "We take your future personally." He said their institution makes an effort to make everyone comfortable on campus.

No additional information is available on this session.

BREATHING LIFE INTO YOUR ALPHA SIGMA LAMBDA CHAPTER

Presenters: Paul Sable, Dean
Center for Continuing Studies
Albright College

Susan S. Schuehler, Dean
Continuing Studies
Moravian College

Connie Barndt, Executive Secretary
Alpha Sigma Lambda

Moderator: Joseph Dougherty, Director
Special Programs and Continuing Education
York College

Recorder: Dorothy Hinman, Director
Adult Studies Program
Virginia Wesleyan College

Alpha Sigma Lambda (A.S.L.), the national honor society for students in continuing higher education, provides recognition for adult learners through its 136 chapters nationally. Many of these chapters play active and exciting roles in their campus communities; other chapters may be new and unsure of direction. This session provided an opportunity for sharing of successes and ideas for chapter activities, both from the results of a survey of all chapters and from those in attendance.

Initiations

Some chapters have their initiation as a part of the honors convocation, others have a special candlelight ceremony in the college chapel. Some have a dinner or wine-and-cheese reception following the initiation, either on campus or at a local hotel, another chapter combines the initiation with a chapter cookout in the spring. One chapter begins the process the first week of classes with a reception for prospective A.S.L. members hosted by current students and alumni to provide information on A.S.L.

Invited guests for the initiation could include faculty (including part-time faculty), families, former A.S.L. members, or special honorary members. One chapter has its members choose a faculty member to become an A.S.L. honorary member at each initiation. Another chapter invites a faculty member working on an interesting research project to give a talk about the project at the initiation. Several chapters present gifts to new members including framed certificates, roses, chapter ribbons that also are worn at graduation, a videotape of the initiation, scholarships, or photos of the group or individual and family in front of the A.S.L. banner.

Activities

Chapters have become involved in many types of activities that build chapter spirit including theater parties, baseball games, Halloween parties, family picnics, pre-session coffees, and assistance with orientation activities. Special homecoming celebrations for adult learners have been particularly successful. Stressing the importance of recognition in retaining adult students, A.S.L. can be an important aid to continuing education staff, and A.S.L. members can be useful in activities that are not only social, but help to retain adult learners by making them feel an important part of the institution. Using A.S.L. members to work in other offices providing orientation assistance, peer advising or phone support, hosting a conference for prospective adult learners, volunteering as tutors or library assistants, helping with open houses or phonothons, sponsoring a used book sale for the college community, raising money for a scholarship, or providing coffee during registration can all help improve the climate on campus for adult learners.

Recognition at Commencement

The most common form of recognition is the listing of A.S.L. members in the commencement program and in news releases, but members of some chapters wear ribbons at graduation, and at one college an inexpensive medallion is given to members to wear at commencement. This is a particularly impressive way to recognize the significant achievement of these adult learners.

Other Forms of Recognition

One continuing education director sends letters to the employers of all new A.S.L. members, commending the student on this achievement. Other awards are given to recognize outstanding faculty in continuing education programs; one chapter recognizes the faculty member who has shown the greatest commitment to adult learners, other chapters include staff in the "outstanding contribution" awards.

Alumni Involvement

Continuing participation by alumni of Alpha Sigma Lambda enriches the chapter programs and provides opportunities for networking for current students. Alums can mentor students seeking entry level positions in their fields and provide career information to chapter members. One chapter plans an alumni cruise each year for its continuing education alumni, others involve alums in phonothons and open house activities. Several colleges have alumni chapters.

An Alpha Sigma Lambda chapter can make a significant contribution to the campus community and greatly enrich the experiences of its members. Active involvement of chapter members in special projects appears to hold a key to success.

For more information on this session, contact Dr. Susan S. Schuehler, Dean, Continuing Studies, Moravian College, Bethlehem, PA 18018; (215)861-1384.

WORKFORCE 2000

Presenter: Delores Crockett, Regional Administrator
Women's Bureau
Department of Labor

Moderator: Robert Leiter, Dean
Continuing Education
Mississippi State University

Recorder: Regis M. Hail, Counselor
Indiana University-Purdue University at Indianapolis

This opening workshop provided an analysis and discussion of the participation of women and minorities in the workforce by the year 2000.

The speaker began by providing an overview of the Women's Bureau which came into being in 1920 as the result of a congressional mandate for an agency located in the Department of Labor to identify the needs of working women.

Ms. Crockett went on to provide a plethora of data and statistics on Workforce 2000. The major points of her discussion are highlighted below:

An Aging Workforce

The workforce is aging. In 1970, 42% of the people in the workforce were 16-31 years of age and 18 percent were 55 and older, and 40% were 35 to 54. In the year 2000 the middle group (35-54) will be 51% of the workforce and (16-31) will be 30%. Fewer numbers of the 16-31 age group will be going to school with more people competing for jobs. Wherever the Baby Boom generation goes, so goes the country.

Women

By the year 2000, it is predicted that 80% of women between 25 and 54 will be in the workforce. That means almost all of the women. Within this, 3.1 to 5.8 million hispanic women will be entering the workforce. In the black community, black women will increase their number by 33%. And this is important: they will make up only 6.1% of the total labor force.

In terms of working mothrs, more than half of mothers with infants are returning to work when their infant is 12 months or under. Fifty three percent of working mothers have children under three.

Women still dominate in "pink collar" jobs (e.g. retail sales, waitress, cashier, food worker, nursing aid, etc.) and are paid less than men. The National Organization of Women says that women should keep moving into non-traditional jobs, because after awhile, men "are just going to have to stop running." The goal is to begin to move men more and more into these types of positions as a way to start equalizing the salary structure.

Minority Communities

Black men and hispanic men have great difficulties in the workforce. In the hispanic community, men will outstrip everyone else looking for jobs, but they're just slightly higher in terms of having the new jobs than black men. In the black community, there are men trying to work and there will be fewer employed in the future than are employed now. The only group of people that will have more employed in the future than are currently employed is black women. Again, they will not be employed at nearly the rate that they are entering the labor market.

Education and Training of Women

Fifty-six percent of women between 25 and 54 that are now in the labor force have only a high school education or less. Over half of the women who are working or looking for work have an educational level of high school or less. By the year 2000, people with less than a high school education will only be able to fill 14% of all the jobs. Those jobs will be for the unskilled workers, not the underemployed. One out of two single mothers have less than a high school education right now. Fifty-six percent of displaced homemakers have less than a high school education. One out of three hispanic women workers has less than a high school education. It's projected that 70% of female secondary vocational students are still enrolling in traditional female jobs.

It's projected that the educational choices of girls and boys will remain basically the same between now and the 21st Century. That implies that all women cannot be trained for the same jobs, because we're going to need them to work in all of the jobs that are available, or in as many of them as possible. They need more training than ever, and looking at these statistics, minority men will need even more training than women because they, too, will be needed for the workforce of the future.

Implications

The speaker commented throughout her presentation that all of these statistics are of great importance to continuing education practitioners in terms of marketing, types of programs offered, counseling, and financial aid and student services.

No additional information on this session is available at this time

CONTINUING EDUCATION AND THE SEARCH FOR EQUITY

Presenter: Daniel Eagleeye*, Director
Administrative and Student Services
New York University

Moderator: Sam C. Bills, Director
University Evening School
University of Tennessee - Knoxville

Recorder: Barbara Pennipede, Associate Dean
Englewood Cliffs Campus
Saint Peter's College

The earliest manifestations of adult or continuing education in the United States emphasized access, self-improvement, Americanization, voluntary participation, and the wide distribution of culture and learning. Later, when colleges and universities and business and industry came to dominate the field, access became limited: what had been voluntary became necessary, and what had encouraged assimilation became exclusive.

What role is continuing education playing today with regard to social and economic equity? Does it contribute to social mobility, economic justice, meritocracy? Or, does it foster inequality, even economic and social regression? My view is that continuing education may in fact act as an unintentionally regressive force in our society.

For example, look at some numbers. A 1988 College Board study reveals that though blacks constitute about 10% of the nation's population, they represent only 7% of the adult student body. And other data indicate that this 7% is disproportionately distributed among lower levels of study.

Much of the justification for subsidizing public (and private) education is that schools are the medium through which people achieve positions in society that correspond to their talents and abilities. In recent years, so-called revisionist writers have attempted to demonstrate that the poor have historically not been as well served by schooling as is generally thought.

Extending that analysis to the higher-education system, there is much evidence that there has been little change in people's relative position in the social hierarchy in spite of the democratization of higher education. There has been both income inflation and inflation in credentialing; but little actual upward mobility. The society is relatively as unequal now as at the turn of the century. The educational system ritualizes the competition for comparative advantage within the culture. The ritual's final function, however, is to convince people that the resulting inequalities have been fair since schooling has been fair.

The argument for public support for educational efforts sees schooling as benefiting individuals as well as society; therefore, all in the society should help to subsidize the participants. Public money spent to support education is theoretically to aid in economic redistribution based upon merit and achievement. But actually, there is a net flow, not based upon merit, from poorer citizens to the more affluent as the result of inequities in tax systems and differences among the affluent and the poor in the amount and quality of education received.

However, compared with the distributional effects of continuing education, other forms of education are quite egalitarian. For example, in other forms of postsecondary education, financial aid is available based on need. This is rarely true for continuing education. Here financial subsidies are based upon achievement: to get and hold a good job (via employer tuition-reimbursement plans), to earn enough to pay fees on one's own. In some cases, these costs may even be tax-deductible.

The beneficiaries are those that have; and via their participation in continuing education, they consolidate their positions and widen the gap that separates them from the economically marginal.

Other beneficiaries are college and universities that receive the income generated by continuing education programs--institutions that prepare people, among other things, to participate in further education. The evidence is overwhelming that the critical determinant in continuing one's education is the amount of education one has already attained.

Credentials define status. They sort and select people for jobs, determine who will have access to knowledge, and increase dependence on the educational enterprise itself. Credential attained via continuing education are generally accessible to those already in the work force, already schooled, already confident in their ability to pursue additional schooling. Thus, continuing education is potentially the most regressive segment of organized educational activity. The key "entrance requirement" (education itself) recapitulates all the inequities in the social structure.

But continuing education can, and does in some circumstances, play a progressive role.

First, academic programs to promote equity should be comprehensive, with curricular structures that link one educational level to another so as to foster the possibility for progression. A progressive system presents a continuous, seamless configuration of offerings in which success at one level leads directly to access to the next.

Affordability also must be addressed if continuing education is to play a more progressive role. Affordability may require institutional subsidies to students. Equity requires that institutions reinvest some of their earnings from professional-level courses in the form of scholarships and lower fees. New York University has done this with great success. And, as evidence is clear that education leads to more education, this practice, while clearly in the public interest, also may be in the long-range fiscal interest of the institution.

Equity finally does not depend upon curricula and methodologies that merely cater to the developmentally automatic responses or capabilities of adults. Continuing educators have a responsibility, especially to their low-income students, to motivate, perhaps even prod participants to move beyond normally predicted paths of growth.

In these and other ways, though as speculated earlier that continuing education may act as a regressive force in society, just as it has this potential, it also has the potential to play the most progressive role: although the evidence is clear that having a good education encourages people to continue their education, unlike other forms of education, continuing education for the most part is accessible to all. It generally does not formally admit the students it enrolls. There are few prerequisites other than someone's motivation and confidence. If traditionally excluded adults perceive the relationship between levels of education and career and life enhancement, they can enter directly and immediately that part of education that currently offers the richest rewards. And if we continuing educators turn some of our attention to issues of equity, we can devise programs and services to help them succeed.

For more information on this session, contact L. Steven Zwerling, Associate Dean, New York University, School of Continuing Education, 225 Skimken Hall, Washington Square, New York, NY 10003; (212)998-7098.

*Daniel Eagleeye presented for L. Steven Zwerling

CHALLENGING THE UNIVERSITY: ABORIGINAL STUDENTS IN HIGHER EDUCATION AT MANITOBA UNIVERSITIES

Presenter: Deo H. Poonwassie, Professor
Faculty of Education
The University of Manitoba

Moderator: Walter Antoniotti, Special Assistant for Program Development
Division of Continuing Education
Franklin Pierce College

Recorder: Laura J. Howard
Personnel and Administrative Coordinator
Continuing Education and Public Service
University of Massachusetts-Amherst

This session addressed the issues of accessibility, racism, colonialism, and structural discrimination in relation to aboriginal students and their opportunities for university education in the Canadian mosaic. The session was presented as a paper, which is available in its entirety from the presenter. The following is a brief excerpt of the paper.

The term "aboriginal" is a generic term meaning simply "from original." The presenter used the term aboriginal and all aboriginal people to mean native Canadian Indians or the progenies of Canadian Indians and others.

As an introduction and an overview, the presenter talked about the people and presented demographics on the aboriginal population and their living conditions in Canada. Essentially, conditions are bad: illiteracy is very high, health conditions are poor, unemployment is high, morale is low, and the system of political oppression among these people is extremely debilitating to their psychology and to their progress.

Dr. Poonwassie then presented an overview of education, the obstacles that aboriginal students face in obtaining an education, and the role of the university in serving the educational needs of aboriginal students. As a summary, Dr. Poonwassie concluded with the following statement:

> Finally, the major challenge to the universities in Manitoba is to find ways to entrench the principles of equity, social equality, social justice and equality of results in the policies of these institutions. A glib declaration about serving society is not

sufficient as a goal statement. Where is the action for accessibility of aboriginal students to the three universities in Manitoba? When will our institutions of "highest learning" recognize that aboriginal peoples are treated as strangers in their own land? When will these institutions practice the lofty moral thoughts of justice and social responsibility so often debated in senates and preached to students? The time is now!

For a copy of this paper, or for more information on this session, contact Dr. Deo H. Poonwassie, Faculty of Education, The University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2; (204)474-8244; 479-9019.

THE ADULT PROGRAM AT TEMPLE UNIVERSITY: SUPPORT SERVICES FOR A MULTICULTURAL POPULATION

Presenter:	Rebecca T. Alpert, Associate Director Russell Conwell Center Temple University
Moderator:	Cira Vernazza, Assistant Dean Adult Programs The College at 60 Program Fordham University
Recorder:	Debra L. Tattersall, Assistant Dean Administration Franklin Pierce College

Founded as a night school to help adult students achieve upward mobility, Temple University is located near the low income Afro-American and hispanic neighborhoods of Philadelphia. Thus, the University has both historical and geographic reasons to feel the strong commitment necessary to enhance educational opportunities in a multicultural society.

After asking members of the audience to share a positive or negative multicultural experience with a neighbor, Rebecca T. Alpert, Associate Director of the Russell Conwell Center of Temple University, emphasized that unknown environments are difficult for most people and difficulties are enhanced when they find themselves in the different and often strange environment of an unknown cultural setting. Making people feel comfortable and involved under these circumstances requires the extra effort of reaching out and it requires the building of bridges between the many populations of the college community and the multicultural clientele.

Russell Conwell Education Services Center is a consortium of programs providing services to high school and adult students lacking educational opportunity. Many are black or hispanic. Creating a comfortable multicultural setting is predicated upon the hiring of a multicultural staff who act as role models. Counselors at the Center consist of a white woman who returned to college after putting five children through school, a Puerto Rican male in charge of outreach, and two African-American graduate students. In addition, adult students act as mentors.

Community outreach is an integral part of the program. Counselors go into the community and explain programs to church organizations, GED Center participants, adult secondary education programs, and other community organizations. In addition a bilingual video tape has been developed to enhance communication.

Helping the students set realistic educational and career goals is another key aspect of the program. Care is taken to ensure that students more suited for community college programs receive appropriate information.

Needs assessments have resulted in programs designed to help students with financial aid, time management, child care alternatives, and other relevant problems.

It is important not to over commit on the number and kinds of problems that can be solved. Counselors must know their limitations and not create undue expectations when it comes to finances, child care, and other life situations.

Academic support services available to students include tutoring facilities and personnel, and academic skills workshops to enhance library skills, along with thinking and writing skills. Relieving math anxiety is also a primary concern. A summer "Bridge" program which functions as a freshman seminar and includes math/English refresher courses also has been developed.

In conclusion it is important to emphasize that attracting a multicultural student population requires a multicultural professional staff which is aware of and sensitive to the diverse needs of students from multicultural environments. Staff abilities can be enhanced with training programs such as role plays, decision-making in small groups, and other interactive programs.

For more information on this program, contact Rebecca Alpert, Russell Conwell Center, Temple University, Philadelphia, PA 19122.

INFUSING INTERNATIONAL/MULTICULTURAL EDUCATION THROUGHOUT A COLLEGE ENVIRONMENT

Presenter: William Kollock, Chair
Communication Arts
Ramapo College of New Jersey

Moderator: Robert S. Hale, Associate Dean
Academic Services
County College of Morris

Recorder: Joseph V. Dumbra, Director
General Studies
Pace University (New York Campus)

Three years ago Ramapo College of New Jersey utilized a grant from the Governor's Challenge Program to completely restructure its curriculum. The masterplan was to provide the students with an understanding of the interdependency of the world's international system and the role the United States played in it. The college also wanted to expose the student body to the many ethnic components that make up American society.

In his presentation, Professor Kollock stressed the importance of total commitment from the administration, faculty, and staff and the need for detailed planning to avoid problems later on. Ramapo needed a sense of focus, of mission. As a liberal arts college, it was finding itself becoming dominated by the business school. The location of the campus made it ideal for this new endeavor. It was only minutes away from New York City, Newark and other multicultural cities. With the full cooperation of the president, the faculty, and staff, the college began to examine how it could implement a multicultural approach across the curriculum. The library's international collection was strengthened, and a state of the art telecommunications wing was added, which enabled students to witness first-hand programs from foreign countries and transmit American know-how to foreign countries.

The faculty was polled to assess the level of their language skills, living abroad experience, interest in developing new courses with an international perspective, willingness to travel, and lead study abroad programs.

The following objectives were set: (1) faculty development; (2) increased language program; and (3) commitment to invest in technology.

The program achieved the following accomplishments:

1) Ninety eight faculty participated in professional development seminars dealing with course development across disciplines. During the second semester, the faculty put together new courses with a complete syllabus. Some examples were multicultural psychology, international accounting, female heroines in world literature, and intercultural and interethnic communication.
2) Permanent faculty seminars were established in Latin American Studies, East Asian Studies, African American Studies, Institute for the Study of Pluralism.
3) Conferences brought more people to campus.
4) A Center for Intercultural Education was established.
5) The number of study abroad programs was increased.
6) A minority scholar-in-residence program was developed.
7) An annual master lecture series with a global education and intercultural theme was created.
8) New academic majors and minors were developed.
9) The General Education core was infused with intercultural elements, especially in the freshman seminar.
10) An Oxford Honors Program was created.

Results of the program were:

1) An eight percent increase in enrollment.
2) A higher student index.
3) An increase in total credit hours.
4) An increase in the number of international students.
5) An improvement in retention.
6) Articulation agreements with two-year schools having a large international student population were established.

For more information on this session, contact Priscilla Tovey, Program Assistant, Challenge Grant Project, Ramapo College, 505 Ramapo Valley Rd., Mahwah, NJ 07430-1680; (201)529-7463.

CURRENT RESEARCH IN ADULT AND CONTINUING EDUCATION

Presenters: Raymond W. Campbell, Chair
Department of General Studies
Thomas Jefferson University

William C. Hine, Dean
School of Adult and Continuing Education
Eastern Illinois University

Scott E. Evenbeck, Director
Division of Continuing Studies
Indiana University-Purdue University at Indianapolis

Moderator: Barbara Pennipede, Associate Dean
Englewood Cliffs Campus
St. Peter's College

Recorder: Orson B. Roper, Director
Salt Lake Center for Continuing Education
Brigham Young University

This session presented the results of recently completed research. Three projects were reviewed.

Assessment of Prior Learning and Alternative Delivery Methods as Marketing Strategies

Presented by Raymond Campbell, the project was based upon the results of a questionnaire received from member institutions of the American Society of Allied Health Professions. The purpose of the study was to gauge a level of effort that is currently in place regarding the assessment of prior learning and non-traditional ways of delivering instruction to students (delivery being something different than day, evening or weekend, on campus, classroom instruction). A secondary purpose of the questionnaire was to raise the awareness level of some areas which may have the potential of a large pool of students in health related service industries. Recommendations from the study's findings included the following:

1. Colleges should investigate the other available methods of prior learning assessment and provide their faculty an opportunity to learn about them in college-wide workshops.

2. Colleges should assess their current efforts regarding

direct credit, licensure, registrations and certifications toward degree programs and establish a unified policy regarding acceptance or denial of such credit.

3. Colleges should go one step further than simply offering more courses by way of nontraditional learning methods and consider offering complete programs as well.

4. Colleges should move toward recognizing the relevant and valuable learning experiences of the working students, allowing them to receive credit for new, as well as, prior learning.

5. Any action taken regarding these recommendations, should be communicated to all perspective students, faculty and administrators. Too often policies to cover such action are buried deep in an academic policy manual or the catalog and go unnoticed.

1988 ACHE Membership Survey Results: How the ACHE Membership Views the Association

This session was presented by William C. Hine and was a report of research conducted on behalf of the Research Committee and Board of Directors of ACHE. The purpose of this study was to ascertain ACHE membership services as well as if there are additional services or activities that the Board should focus resources and attention on.

The research instrument was developed by Dr. Hine, reviewed and approved by the ACHE National Office, the ACHE Board of Directors and the Research Committee. The survey was mailed to all 1463 members, with a return of 500 usable instruments. The questionnaire solicited information on the following: (1) biographical information on the membership; (2) type of institution responding; (3) ACHE membership type; (4) activities of ACHE; and (5) the National office. The survey director provided the following recommendations based on the study's results:

1. This survey process should be ongoing. Every 3-5 years a similar-type survey should be done in order to begin to develop a data base related to membership attitudes.

2. The National office should begin to develop a data base related to biographical information on an annual basis in order to follow Association membership trends.

3. The programs offered at the regional and national meetings must also continue to be varied because the

membership is involved in a wide variety of professional activities.

4. There was good satisfaction with the national and regional meetings and the membership thought the meetings were very beneficial. Hence, the present program thrust on the regional and national meetings should continue.

5. There is support for ACHE continuing dialogue with other continuing education associations to look for ways of cooperation and coordination.

6. All the Association activities should continue to focus on professional continuing educators who are involved in higher education institutions.

7. This information from the survey should be part of the program of the ACHE 1989 Annual Meeting and a summary of the findings should apear in the Journal.

It was concluded that these results point to a "job well done" by ACHE Board of Directors, National Office and other leaders of the Assocation. There were no major surprises and results revealed a membership that is supportive of ACHE activities and considers the Association important in their professional development. In the written responses, and also in the survey responses, results point to a membership that is interested in ACHE providing professional development, opportunities to meet, interact and exchange ideas with other professionals with common interests. Many Assocation members joined ACHE based upon recommendation by other colleagues and institutions. These responses point to a membership that believes the ACHE programming is "on target" and that ACHE is a strong organization.

Application of Social Psychology to Adult and Continuing Education Programs and Practices

The third presenter, Scott Evenbeck, shared his perspective on the application of theory and research to the practice of continuing education. His discussion covered three major points: (1) some background on social psychology based on the theories and research of Kurt Lewin, the "father" of modern experimental social psychology; (2) the concept of "boundary role;" and (3) the concept of social power.

The brief sharing of Lewin's theory and research included one of his sayings, "There is nothing so practical as a good theory." Research is designed to build up theory and it is the principles of theory which we use in improving our practice. Founder of a research center for group dynamics at MIT, Lewin brought theory and practice together. A formula which he developed is "Behavior is a function of the person and the environment." We too often concentrate on the person and ignore their environment. When we justify our own actions, we usually do so in terms of our surroundings or the environment in which we operate. When we describe others we have a tendency to do so in personal terms such as, "they are very creative," or "they are mathematically inclined." We seem to ignore the fact that others are acting or reacting to the environmental factors also.

Another area of research which may increase understanding of working with adults is referred to as the "boundary roles." This is when two groups come together. An example is in labor negotiations where management and labor meet, which is the negotiation table. As anyone who has experienced this setting can attest to, the rough, tough extremist role demonstrated at the onset is one of setting a firm position on the issues at hand, early in the negotiation process. These tactics are demonstrated to prove that you are really identified with and are part of the main group. The concept of boundary role suggests that they perform this type of action because they are tainted and are "over there with the 'enemy.'" In continuing education we talk about boundary role in the context that we operate in the area where community comes together. We probably have to be the biggest spokesperson for academic integrity and quality in everything coming down the pike. What we are doing is proving to the faculty that we are an integral part of the academic community. We are involved with that group of educational services which comes together with the community. We are tainted because we are on the forefront of the dialogue with the representatives of the community. Success in this endeavor is related to our ability to keep the faculty on board and not minimize the programs in terms of serving the community.

Another area for consideration is influencing people or social power. There are at least six ways of effective influence:

1. Reward Power. Payment to faculty for overload teaching.

2. Coercive Power. Department heads or college deans do not have authority to go off campus and offer courses. They must work through continuing education.

3. Expert Power. Knowledge of performing the task. The know-how to do the job. At times this should be given away to those who are in a position to execute the task. The way everyone shares in the effort to get a job done.

4. Legitimate Power. Teacher has legitimate power over the elementary school student. The teacher has the right to tell the student what we are going to do. Someone has the

right to tell us what to do.

5. Informational Power. The type of power we can get out of an encyclopedia. Sharing information and giving away what we know through study and applying it to the job at hand.

6. Servant Leadership. The vision the leader has for the mission of the organization and how to have the members own that vision. Ways must be found by which people work together to develop the mission, thus all having a part of the ownership in it. This approach will have a much more long-term impact and staying power than handing out a printed mission statement and hoping those involved will agree to it.

For more information on this session, contact Raymond Campbell, Thomas Jefferson University, 1521 Edison Building, Philadelphia, PA 19207; (215)928-8414. Or, William C. Hine, Eastern Illinois University, Booth House, Charleston, IL 61920; (217)581-5114. Or, Scott E. Evenbeck, Indiana University, 620 Union Drive, Indianapolis, IN 46202; (317)274-5032.

THE ROLE OF FUND-RAISING IN MEETING CONTINUING EDUCATION NEEDS FOR A MULTICULTURAL SOCIETY

Presenter: Mary L. Pankowski, Associate Vice President
Academic Affairs and Director
Center for Professional Development and
Public Service
Florida State University

Moderator: Nancy J. Gulick, Assistant Dean
University College
Rutgers University

Recorder: George Rogers, Assistant Dean
Continuing Education
Stonehill College

Since continuing education programs are usually self-supporting, they tend to service an upper middle-class clientele. Fund-raising allows continuing education to broaden its base by providing scholarships, creating new programs, and providing outreach to new clientele. Fund-raising also provides risk capital. Ultimately, fund-raising can provide continuing education with an opportunity to direct its own future.

The following programs are conducted at Florida State University and provide significant income:

1. Returning Women Seminars

This program launched the fund-raising effort at Florida State. The program is offered two evenings per semester and is designed as a confidence builder and talks about financial aid and educational options.

There is no charge for participation because (a) some participants don't have money available to do this, and (b) many are not sure that they are going to return to school and, therefore, will not pay.

Funding was provided by an alumna who expressed an interest in helping women to return to school. After discussion with the continuing education staff, she donated $5,000 seed money to begin the "Returning Women Seminars." Once word was out, contributions began to come in from a variety of sources. It was very important to get back to each contributor and let them know exactly how the money had been used to change the lives of those who might not have had the opportunity.

Florida State has been offering the "Returning Women Seminars" for nine years now, and the program continues to grow each year.

Every school has alumni willing to sponsor a program of this nature.

2. Scholarships to Part-time Students

Most financial aid requires that the recipient take at least six credit hours per semester in order to qualify.

Florida State University has set up a "Returning Student Scholarship Program" for students enrolled for fewer than six credits. This fund began with the contribution of $1,000 but most subsequent contributions were in the $5-$10 range. Many people are willing to make small contributions because they know someone who is enrolled in continuing education.

In soliciting funds, a great deal of care must be taken not to interfere with the efforts of the College Development Office. Solicitations need to be coordinated carefully, and continuing education does not duplicate the University's ongoing fund-raising.

3. Distinguished Lecture Series

Over the last six years, Florida State has brought in speakers such as Henry Kissinger, Tip O'Neill, Bryant Gumbel, Karl Sagan, and Barbara Walters. Approximately $300,000 a year is raised through this program.

Corporate sponsors provide $2,500 each in exchange for the opportunity to meet and have dinner with the scheduled speakers. Tickets to the formal presentation are provided free to University students and to local schools, grades 8 through 12, and are on sale to the general public. A series subscription may be purchased for $180. Single tickets are $14. It has been a very successful program.

4. All-Day Mini Seminar Offered to Community in Exchange for Contributions

5. University Club

Faculty and staff spouses sell refreshments at continuing education events.

Who do you approach for gifts? Real source is from beneficiaries: alumni, people who have attended "Returning Women

Seminars," etc. Follow-up is important and should be done in person if possible. The telephone is second choice, letters are too impersonal.

For more information on this session, contact Dr. Mary L. Pankowski, Center for Professional Development and Public Service, Florida State University, Tallahassee, FL 32306-2027; (904)644-1213.

INVESTMENT IN JOB OPPORTUNITY: A MODEL PROGRAM DESIGNED FOR AFDC RECIPIENTS

Presenters: Ellen M. Long, Associate Dean
Outreach Services
Chesapeake College

Gerald W. Bilderback, Executive Administrator
Upper Shore Private Industry Council
Chesapeake College

Moderator: S. Joseph Fantl, Dean
Continuing Education
Delaware Technical and Community College

Recorder: Doris L. Salis, Director
Graduate and Continuing Education
Plymouth State College

The Investment in Job Opportunities (IJO) program is a cooperative effort of Chesapeake College, the Upper Shore Private Industry Council, and the Maryland Department of Social Services. The academic part is administered through the College's Center for Business and Industry Continuing Education, which had previously helped deliver JTPA (Job Partnership Training Act) courses in cooperation with the PIC.

Experience with the JTPA courses showed that welfare participants were markedly less successful in finding jobs than non-welfare participants. For JTPA participants in 1985, 56% of welfare as opposed to 78% of non-welfare clients were placed in jobs. Also, the initial number of participants in the welfare group was quite low (87 welfare clients versus 272 non-welfare clients).

The IJO program was established specifically to target welfare mothers receiving Aid to Families with Dependent Children (AFDC), students who are not normally college-bound. It aims to provide them with marketable entry-level employment skills that enable economic independence.

The majority of IJO participants (74%) range in age from 18-24, and about half are not high school graduates. Participants are referred to IJO from the Department of Human Services and the Department of Social Services.

Two federal acts provide the funding, the Family Support Act and the Job Opportunity and Basic Skills Act. These support students' tuition as well as such things as child care, travel expenses, auto insurance, and clothing allowance. The PIC pays the Center for Business and Industry Continuing Education for courses directly, either on a per student or contract basis.

The average time for participation in all phases of the program is 18 months. Therefore, mainly noncredit courses are used for maximum content and scheduling flexibility. Courses run during the day to minimize child care problems.

The IJO program has five phases: motivation/assessment; remediation; skill development; job search; employment. The motivation/assessment phase consists of six weeks of class from 9:00 to 12:00 each morning. Depending on the needs of the group, course content covers such things as self-image, goal-setting, and stress management, and helps students to bond into an informal support group. A graduation ceremony is held at the end of the course.

The remediation phase presents practical English and math skills in a flexible format to meet the group's needs.

Skill development covers social as well as job skills. Current social skills courses are "Cultural Literacy," "Plain Speaking for Business," and "Global Perspectives and Communications." A health care and parenting course also is being developed.

Job skills classes may be credit or noncredit, depending on the availability of appropriate classes. The noncredit format is preferred because classes can be scheduled at any time during the academic year, without regard for the usual academic calendar.

Results for the IJO program for 1988-89 were compared to JTPA participation figures for 1985-86. IJO was successful in increasing job placement for welfare clients from 56% to 73%. The number of initial participants also increased from 87 to 271.

The IJO program is recommended as appropriate for community colleges as well as four-year institutions. The advantages are ready funding and simplified administration for the academic unit. Unlike the old JTPA program, the PIC, rather than the academic institution is responsible for job placement of participants.

Finally, participants who wish to continue their educations in degree programs can do so independently of IJO funding, using Pell Grants.

For more information on this session, contact Gerald W. Bilderback, Executive Administrator, Upper Shore Private Industry Council, Chesapeake College, PO Box 8, Wye Mills, MD 21679; (301)822-1716.

CONTRACT PROGRAMS: CONTINUING EDUCATION'S RESPONSE TO WORKPLACE NEEDS

Presenter: Violet A. Towne, Director
Center for Training and Professional Development
State University of New York, Institute of Technology at Utica/Rome

Recorder: M. Berchmans Coyle, Director
Division of General Studies
Pace University

The focus of this program was on the development and delivery of contract programs. When tailoring programs to meet the specific needs of business, industry, and other organizations, several factors must be considered. These include marketing, needs assessment, pricing, instructors, program management, evaluation, follow-up and much more. In this session, Dr. Towne discussed these various factors.

According to Towne, a contract program is defined as "an arrangement whereby a business/organization contracts with a college/university to provide an educational program designed specifically for its employees/members." Clients often know that colleges can and will offer customized courses. Certainly, colleges need to let them know they can provide such service. Part of our job as administrators of contract programs is to educate both the business community and the college or university community about the nature of contract programs.

Towne mentioned the reluctance of many campuses to use the term "marketing," wondering about the ethics of such practices on other campuses. This involves knowing your market, knowing what your university does well, what kind of client you can best serve, and what you might be able to "spin off" from your program that addresses clients' needs. Obviously, a senior, well-informed member of your staff should be assigned the task of meeting with the client. Further, something should be taken to leave with the client--a list of programs, or the parameters of what you can and will do such as short programs, day seminars, etc. She spoke of external marketing as direct mail, paid advertising, and "tie" into the campus marketing plan. Internal marketing includes direct mail to faculty and administration, attendance at committee meetings, and the hiring of faculty or instructors who are supportive of this continuing education program effort.

The presenter responded to a question from the audience, "As a faculty member, what's in it for me?" (to teach in contract programs) by saying that (1) there is money or salary for teaching, and (2) it can provide an update on what's going on in the "real world." Revenue sharing with the appropriate campus department also is a good way to get faculty to participate, providing money that can purchase equipment or supplies, or allow for faculty travel.

The problem of special registration for contract programs was raised; at Utica/Rome, it is done directly through the continuing education office; the traditional system of registration is normally incompatible with contract program registration.

With regard to needs assessment, we should be aware of why the client is in need of the program; there may be more than one reason, so it is essential that the college understands and responds accordingly. It is also important to understand the actual needs rather than the perceived needs by checking with the participants and supervisors rather than just listening to the sponsor/contact person who may not know the whole situation. To do needs assessment, Towne suggested that not only the program director, but also the person(s) who will be teaching the contract program, should be involved. The advantage of bringing in the faculty is that they are knowledgeable about what is possible to offer in a contract program. She gave several examples of doing needs assessment for a corporation by a college or university.

Price of a contract program is described as direct expenses plus indirect expenses plus niche factor. It is necessary to know the format, number of people involved, the expectations of the client before price can be set. Towne referenced Gary Matkin's Effective Budgeting in Continuing Education as an excellent source book for pricing contract programs. In describing direct expenses, Towne mentioned fixed, or those unaltered by the number of participants; variable, those in direct proportion to the number of participants and a contingency amount, usually 10%, for all unanticipated items. Indirect expenses, are those incurred as a result of conducting all programs and include salaries and benefits, operating expenses, facilities and utilities. "What image are you trying to convey?" determines the niche factor, or what it is worth to the client. She mentioned the fact that profit enters in which one considers the niche factor, and allows the college or university to off-set other costs and to provide seed money for new programs.

Communication is important with faculty and client when discussing cost. The need to put all the terms in writing is critical with all transactions recorded and a final summary prepared for the client and for the continuing education records. Towne called the instructor the key to success for the program, and she mentioned working with adults is an important consideration. Networking with other continuing education personnel often produces lists of excellent instructors.

She addressed the program development, making it clear that the program manager should be in charge of the entire process for contracts, including scheduling, quality curriculum, registration, facilities and equipment, refreshments, and all other details inherent in a successful program.

Finally, Towne talked about follow-up as final reports to the client, ongoing contact by tracking program success, and repeat and new business. She listed the key ingredients as quality, dependability, responsiveness, and communication.

For more information on this session, contact Violet A. Towne, Director, Center for Training and Professional Development, State University of New York College of Technology at Utica/Rome, Marcy Campus, PO Box 3050, Utica, NY 13504-3050; (315)792-7158.

CREATING A MULTICULTURAL SCHOOL ENVIRONMENT: PROGRAMS AND CONFERENCE IDEAS FOR RESPONDING TO TEACHER AND ADMINISTRATOR NEEDS

Presenter: Jenny Penny Oliver, Project Associate
Rural Clearinghouse for Education and Development
Kansas State University

Moderator: Regis Hail, Counselor
Adult Education Coordinating Center
Indiana University-Purdue University at Indianapolis

Recorder: Judith Donaldson, Consultant
Spring Lake, New Jersey

The presenter began by providing a context and introducing the Rural Clearinghouse for Lifelong Learning and Development, the unit with which she is associated at Kansas State University. She explained that the Clearinghouse:

1. is concerned with educational issues that come up for rural communities;
2. coordinates information in this area;
3. is committed to improving rural access to education; and
4. is interested in rural minority education.

Little information has been available regarding minority rural education. The Clearinghouse is pleased to have received a Ford Foundation Grant to address these issues. The purpose of Ms. Oliver's presentation was to present the results of their study. A summary of her presentation follows.

Demographics tutor us that minority issues will be critical in the future. The population of our country is expected to increase by 12.5% between the years 1985 and 2000; 60% of this increase will be minority. The largest minority increase will be hispanic. Minorities will be younger than the general population; the average age of hispanics is 22; the average age of blacks is 25; and the average age of whites is 31. In California, the minority is already the majority, while in Texas the minority constitutes 46% of the population. In 23 other states, the minority is almost the majority. At the same time, data tell us that the educational attainment of minorities is declining.

The Clearinghouse study is based on the premise that, as the population becomes more diverse, schools become more diverse and that, as a result, educators must develop a new educational vision. In addition, they noted that minority participation in higher education is on the decline and believe that a pattern is established in secondary school as to whether children grow up feeling that they can go on to college. Therefore, the project:

1. looked at the body of professional research in minority education;
2. convened an advisory group to oversee the project; and
3. studied students in two ways: how they are taught, and what they are taught.

Their methodology included reviewing:

1. pre- and in-service instruction;
2. rural secondary schools; and
3. post-secondary institutions.

What did they learn from their review of the literature? The following were evident:

1. culture affects the teaching and learning environment;
2. culture affects communication styles and patterns; and
3. schools must become more sensitive to multicultural variables.

They found that Jim Boyer's 10 critical dimensions of culture were important to address and aim toward with regard to education. They are:

1. the human service provision--teachers need to see themselves as a team of professionals committed to human development;
2. multicultural competence of staff;

3. economic implications of former schooling (stop the vicious cycle of poverty!);
4. cross racial/cross ethnic management of learning--belief systems in the classroom (mind set of teachers);
5. curriculum bias and instructional discrimination--unbalanced, monocultural;
6. experiential basis of educators (affective, attitudes, conflict of teachers' perceptions of appropriate learning environment as differing from students' concept);
7. diminishing psychological victimization in schooling (cognitive development may happen, but self development may not);
8. dilemma of scientific racism (biased standardized testing);
9. positive student visibility (organizations, activities); and
10. conflict resolution and instructional racism (can we resolve issues raised by our differences?).

The Clearinghouse studied 420 institutions of teacher training and made the following observations:

1. no excellent training model worth replication existed anywhere;
2. the term "multicultural" means different things to different people;
3. most pre-service training consisted of one course in multicultural awareness;
4. efforts to offer cross-cultural education were limited to programs that were multicultural or bilingual in nature;
5. little networking of educators in this area was evident;
6. states that are ethnically homogeneous didn't see any reason to have multicultural issues addressed;
7. few linkages exist between pre-service and in-service training; and

8. few distinctions are evident regarding how rural and urban settings would affect multicultural practices.

The implication of the research is that very little is being done to help teachers be prepared to teach students of multicultural diversity.

The Clearinghouse then studied 5,700 schools. Their research began with a survey; they received a 38% response. They then conducted extensive, telephone followup interviews of 420 schools. Their study resulted in the conceptualization of 11 components of important multicultural initiatives in schools. The are:

1. statement of mission
2. staffing
3. curriculum
4. instructional strategies
5. policies/norms
6. home linkages
7. community linkage
8. staff development
9. extracurricular activities
10. assessment and testing
11. multicultural leadership

The Clearinghouse graphed each school's efforts on each of the above along a continuum from "Initiating" (schools taking a first step) to "Integrative" (schools which had fully integrated the component into their learning environment).

Ms. Oliver concluded the session by making the following recommendations to higher educators:

1. review your state higher education requirements for multicultural education, and take action to pressure to expand them if they seem inadequate;

2. review your credentialing bodies to see what they are doing, and pressure them, as well, if the focus is limited;

3. work with your college of education to expand inadequate multicultural awareness and initiatives; and

4. convene conferences and improve networking.

For more information on this session, contact Jenny Penny Oliver, project associate, Rural Clearinghouse for Education and Development, Kansas State University, Campus Court Bldg., Division of Continuing Education, Manhattan, Kansas 66502; (913)532-5560.

ESTABLISHING COLLEGE CENTERS FOR OLDER ADULTS: A MARKETING OPPORTUNITY

Presenters: Mary Cobb Bugg
Emory Senior University

Richard W. Cortwright
Senior Educational Consultant
Bethesda, Maryland

Kathanne Mitchell
Center for Lifelong Learning
Nazareth College

Moderator: Douglas H. Carter, Chair
ACHE Older Adults Committee;
Assistant Dean (Retired)
George Washington University

Recorder: Sheila Caskey, Dean
Graduate Studies and Extended Learning
Southeast Missouri State University

Three topics were shared in this presentation. Richard Cortwright presented a national overview while Kathanne Mitchell and Mary Cobb Bugg described the programs with which they are associated.

Nationally, organized educational programs for seniors have grown from 96 to over 226. Twenty percent of adults between the ages of 45 and 75 took part in some kind of formal education in the prior two years. Most programs for seniors are not degree-granting or credit-bearing. Rather, they are designed for the older person who enjoys learning. If institutions are interested in serving seniors, empty seats in classes could be filled. The key is to provide accessibility with a minimum of "red tape."

The program at Nazareth College began in 1979 and has consistently been managed by one part-time staff member. In contrast to senior programs which are relatively autonomous, the College for Lifelong Learning offers programs which are usually eight weeks in length and taught by instructors. The faculty may be from college departments, retirees or other community resources. Participants pay a fee of $35 per program to defray the costs. Start-up strategies employed by the College included purchasing the Elderhostel mailing list for the local area and sponsoring an all-day conference which brought media attention to the project.

The College for Lifelong Learning began with four classes and 60 students. In 1989, the program had grown to 14 courses and 220 students. Advertising is done by word-of-mouth. Particularly successful have been courses in comparative religion, literature, and the "Great Decisions" series.

The Senior University affiliated with Emory University is 10 years old. The program is based in the humanities, is peer taught and organized. Peer-taught groups tend to be clubs with dues. The senior University is organized on the club model and peers actually teach rather than use the study group model in which members each give a report. The seniors in the Emory group are interested in formal academic subjects in the humanities. The interesting perspective presented was that seniors now "had time to really study the humanities."

Ms. Bugg's study of several programs revealed the need to tailor senior programming to the anticipated clientele. Program type and cost varies considerably, ranging from formal classes to more informal groups. The key repeated by each presenter was in the quality of the intellectual experience. Based on the experience and research of the panelists, senior learners are not looking for types of experiences engendered in classes on square dancing and photography. Rather, they are seeking educational experiences which truly challenge the life of the mind.

For more information on this session, contact Kathanne Mitchell, Nazareth College, 4245 East Ave., Rochester, NY 14610; (716)586-2525.

CAREER BEGINNINGS: A COLLEGE-BUSINESS INITIATIVE FOR "AT RISK" HIGH SCHOOL YOUTH

Presenters:
William Bloomfield, Program Manager
National Career Beginnings Office
Brandeis University

Gail S. Lindberg, Director
Career Education Center
The University of Tennessee at Chattanooga

Sandy Cole, Associate Director
Noncredit and Conference Services
University of Tennessee at Chattanooga

Moderator:
Janet Harris, Director
Center for Continuing Education
University of Texas at Dallas

Recorder:
Joanna B. Grogan, Assistant Director
Division of Continuing Education
Washburn University of Topeka

Background/Definition

Career Beginnings, which began in 1985, is a partnership of colleges, universities, businesses and public schools created to provide an educational career support system for low income high school students who are getting average grades. Currently, there are 22 colleges around the country participating in the program.

The Project is nationally sponsored by three major foundations: The MacArthur Foundation in Chicago, The Gannett Foundation in Washington, and the Commonwealth Fund in New York City. Locally the projects are sponsored by dozens of community foundations, corporations and local government.

Do We Need Another Program?

Career Beginnings is based on the premise that there is a large percentage of students in every high school in this country who go to class, do their homework, aren't in trouble, and earn average grades. There is one characteristic that they all share; they are not attracting anyone's attention. It is believed that these students with some additional help and individual attention can attend college in greater numbers than they have in the past or start careers with more confidence. High schools typically have ignored these students, and this is the largest pool for those of us in higher education. This also is the largest group of potential first generation college students.

For children in poverty these problems are more acute, the educational deficiencies they face are much greater. The medical community has a term that has been adopted for this presentation called the "failure to thrive." This term is used to describe children who are not progressing on emotional, physical, or psychological dimensions. The main problem is that children in low income, predominantly minority groups don't have the opportunities or support they need to thrive and the result is too few of these students go on to college, get good jobs, or enter training programs. That is what Career Beginnings is all about. To help these students realize their potential and achieve more than they thought they could.

Overview of Model at the University of Tennessee at Chattanooga

In 1986, the University of Tennessee at Chattanooga was selected as one of 24 colleges nation-wide to develop a Career Beginnings model. People working with the Career Beginnings program describe it as a hard, frustrating, exhausting, and most important, rewarding job. The program combines the best of youth program initiatives and adds mentoring and individualized services for each student.

The mentors, who are matched one-on-one with students, are at the heart of the program. They offer inspiration, insight, motivation and experience. They serve as part teacher, part coach, part advisor, and part friend. Each one is carefully selected, guided, and supported as they assist students with career planning, applying to college and understanding the professional work environment.

In addition to the mentor, students are given a series of workshops on tutoring, learning about communications, receiving information about career decision-making, time management and how to pay for and prepare for college. Also, students are placed during the summer in a private business for a six-week program to get a high-quality, well supervised, meaningful work experience. Of the 300 students who have gone through the Career Beginnings Program at the University of Tennessee at Chattanooga, 56% enrolled in postsecondary education in 1986, 74% in 1987, and 75% in 1988. The retention rate for students in the program for two-year colleges is 77% and for four-year colleges is 94%. The current retention rate of students at the University of Tennessee at Chattanooga is 65%.

The University has benefitted from the Career Beginnings Program by a merger of resources from both private and public sectors, visibility of campus commitment to "At Risk" students throughout the community, the "home" university realizing the matriculation of Career Beginnings students into their undergraduate programs (52 Career Beginnings students have enrolled at the University of Tennessee at Chattanooga), and the national affiliation and networking with other campuses.

The obvious beneficiaries of the program are the students. Other beneficiaries include the high schools. They benefit by a changed attitude and attendance record for their students. The private sector benefits by helping to develop a strong workforce for the future. Finally, the community benefits by executives from business, secondary and higher education, and government and the public sector combining their talents to work together in helping young people who are typically left out of the mainstream of society.

For more information on this session, contact Gail S. Lindberg, Director, Career Education Center, The University of Tennessee, 615 McCallie Ave., Chattanooga, TN 37412; (615)755-4475.

THE NATIONAL ASSOCIATION OF COMMUNITY LEADERSHIP ORGANIZATIONS: CONNECTING COMMUNITY LEADERSHIP WITH CONTINUING EDUCATION

Presenters: Wendell Walls, Executive Director
National Association of Community
Leadership Organizations (NACLO)

Ann Yancey, Administrator
Leadership South Carolina
University of South Carolina

Moderator: Ann Terrill Johnson, Dean
Lifelong Learning
Greensboro College

Recorder: Peggy Sarnicki, Campus Director
Adult and Continuing Education
Simpson College

Mr. Walls began with the history of community leadership programs, the first one dating back to Philadelphia in 1959. By 1979, fifty programs existed, largely in urban areas. At this point, individual programs began to link together to form a national organization separate from the Chamber of Commerce, and it was named the NACLO (National Association of Community Leadership Organizations). Located in Indianapolis, the NACLO currently boasts a membership of 300 out of the 700 leadership programs that exist in the United States. Forty-eight states are represented, as well as Australia and Great Britain. The NACL (the O was recently dropped to represent the diversity of individuals, consultants, and alumni who are members) has numerous publications, hosts a national conference and conducts two professional seminars per year.

Under the umbrella of leadership programs there are many variations: 25 states have state-wide programs, there are also neighborhood programs, special population programs (women, minorities) and county-wide programs. Most programs (75%) begin under the sponsorship of the local Chamber of Commerce. The "average" program recruits from a broad sector, enrolls a class of 25 to 50, has sessions that meet one day a month for nine to twelve months, costs $150 to $2,000, has participants ranging in age from 25 to 40, and spends each session on a different community issue. Ann Yancey, the Director of Leadership South Carolina, housed at the University of South Carolina, outlined the state-wide program she directs.

Questions posed by the participants included the issue of minority recruitment and equal access to programs, individual vs. organizational sponsorship, how to solicit nominations from a wide representation of constituencies, alumni programs/ongoing training, and issues vs. skills-oriented programs. The presenters agreed that every program is successful if it meets the needs of the sponsoring group.

In summary, there is a growing recognition of the need to develop leaders at all levels of society and the forms the resulting programs take are varied and unique. The NACL serves to provide support and networking to all leadership programs.

For more information on this session, contact NACL, Suite 102, 525 South Merridian, Indianapolis, IN 46225; (317)637-7408.

COOPERATION: A WIN-WIN APPROACH TO CONTINUING EDUCATION

Presenters: Carol Kasworm, Associate Professor
University of Tennessee - Knoxville

Chuck Shoopman, Program Services Coordinator
Institute for Public Service
University of Tennessee - Knoxville

Nissa Dahlin-Brown, Assistant Director
of Conferences
University of Tennessee - Knoxville

Moderator: Karen Garver, Academic Advisor
College of Continuing Studies
University of Nebraska at Omaha

Recorder: Nancy Heitland, Assistant Director
Division of Adult and Continuing Education
East Central University

Three representatives from the University of Tennessee, Knoxville related their experiences as continuing education administrators working with other entities. Their presentation was divided into three segments: 1) cooperating with other university colleges and departments, 2) dealing with a high tech agency, and 3) working with various state agencies.

As a forward to their seminar, the lecturers discussed elements that enhance effective cooperative agreements and those that hinder cooperative agreements. Factors that enhance cooperative agreements are:

1. **Consortium.** Theoretically when a consortium is formed, each entity's best qualities--money, power, knowledge, resources, etc.--are melded together to make a stronger unit.

2. **Increased Exposure and Viability.** When two or more diverse groups come together to plan a joint venture, exposure and viability are increased for each organization. Ultimately, populations that neither agency could access without the help of the other are reached.

Elements that hinder cooperative agreements are:

1. **Bad Communications.** Within any cooperative agreement, each party must know its role and the other's role. When agencies are not clear as to who does what, cooperative agreements

start to disintegrate.

2. **Power Struggles.** Within any agreement a clear statement should be made as to who is in power and who does what.

3. **Competition.** Within any cooperative agreement, there can be no competition between parties. From the very beginning, there should be an understanding that both parties are going to win. When parties start competing against each other, a good working relationship cannot be maintained.

Nissa Dahlin-Brown, assistant Director of Conferences, presented the first section on university departments working together. In concert, four University of Tennessee departments--Horticulture, Zoology, Microbiology, and Continuing Education--planned an international conference which would provide positive strokes for each department. In order to put on a successful conference each department had to recognize that everyone brought a different expertise to the collaborative effort, and each department's expertise had to be accepted and respected. The science departments brought technical knowledge, influential contacts, and money to finance the conference. The continuing education department came with knowledge on meeting planning, adult learning, university procedures, money handling/bill payments, etc.

In order for any conference to be organized, many meetings must be held. Whenever committee work is needed, however, there is always the chance for miscommunication and problems. Committee members, therefore, should always be on the lookout for "red flags" indicating that problems lie ahead. Some "red flags" to watch are:

1. **Committee Decision Making**. When decisions are made, everyone must recognize and respect each other's expertise and needs. Decisions must be made on an equitable basis.

2. **Culture Spanning**. Understand that each department sees the proposed conference in different ways--according to its viewpoint. Just because one department sees the goal of a conference to impart scientific information and another department envisions making money, neither is wrong or right. The important concept to understand is that each point of view is right in its own context.

3. **Tunnel Vision**. Each department should not be concerned with just its aspect of the conference, but must look at the "big picture." Will this consortium benefit or hurt the department(s), the University, or the community. For example, a political conference might be espousing or backing political views that are not congruent with the

University's philosophy.

This section was concluded with lessons learned in working with other University departments on a joint venture.

1. **Program must fit within your mission.** Do not sacrifice quality or integrity in order to enter a consortium. Maintain high standards, no matter what.
2. **Look at opportunity costs.** Will putting on one conference result in other programs being scheduled? Or, would the selection of another joint venture be more advantageous?
3. **Research competing programs.** In looking at the "big picture" will this cooperative conference help or hinder your program?
4. **Outline specific responsibilities for planning members.** Everyone must know exactly what his duties are.
5. **Use a simple, but specific letter of agreement.**
6. **Maintain written record of decisions.**
7. **Avoid becoming an "order taker."** You--the continuing educator--are the expert about adult education. Don't discard your expertise.
8. **Recognize, respect, and seek out the expertise within your institution's faculty.** Faculty have a wealth of knowledge and resources that can be tapped for content-specific conferences, contract programs, seminars, etc.

The second part of this seminar was presented by Carol Kasworm, Associate Professor. Her topic dealt with how universities, particularly small universities, can cooperate with high-tech agencies. She brought out in her lecture key elements that must be addressed in order for this type of cooperation to be effective.

1. **Resource Insecurity.** How does a university approach a high-tech agency about a cooperative agreement? The best approach is to be positive. Explain how each organization has specific strengths, and by combining these strengths both can become stronger and more powerful.
2. **Need for Unique Flexibility.** When any cooperative venture is initiated, flexibility is a key word, for rarely do plans unfold as originally anticipated. Be prepared to deviate from the original plan. Go into cooperative ventures with thoughts

in mind that "red tape" will cut through. Don't put up road blocks.

3. **Commitment to Change "Procedures."** Learn to be innovative--how can you work through money matters, contracts, etc.? Before entering into any negotiations with another agency, know who on your campus has the authority to make changes that might be needed.

4. **Spanning Cultures--Key Leader Involvement.** Kasworm suggested, as did Dahlin-Brown, that different "cultures" had to be meshed together. For example, engineers want technical information presented to participants; however, continuing educators want the information presented in a manner conducive to learning. Both parties need to understand the other's position.

5. **Highly Turbulent Politics.** Whenever a cooperative agreement is initiated, politics are present. Who gets what credit? How are profits divided? Who makes what decisions? The list goes on. So from the beginning, both parties must work hard to make all meetings positive in nature. A win-win approach must be taken, not win-lose.

6. **High Sensitivity to Positive, Short-Term Outcomes.** When two highly diverse organizations work together, placing sights on positive, short-term outcomes is a must. Be positive about such things as, "We did agree on who was to receive top billing in the advertising"--not, "In one year a conference will be scheduled and it may be successful."

The last section of this seminar was presented by Chuck Shoopman, Program Services Coordinator for the Institute of Public Service. Mr. Shoopman's presentation revolved around how a multitude of state agencies could come together and combine talents to present a coordinated training program in which each organization wins. According to Mr. Shoopman, the following are some lessons his department learned when they put together a cooperative training program which involved various state agencies.

1. **Collaboration is hard work.** As we all know, it is always easier to do a task by ourselves and not have to work with or consult another person. However, a collaborative effort entails people working together, and people have to agree that things will be done a specific way which means usually many compromises must be made.

2. **Collaboration takes time.** To establish and implement a cooperative venture takes time. There are few joint efforts organized that did not take lots of time to determine who

will do what, when and where.

3. **Collaborative relationships are fragile.** When agencies work together, everyone comes to the collaborative agreement with preconceived ideas on how they envision the relationship to work. It is when preconceived ideas do not materialize that relationships become fragile. This is again where hard work and time is needed to work through these differences.

4. **Collaborative relationships need commitment from each organization's top leaders.** Many times an employee gets a great idea for a cooperative agreement or is approached by another university or agency to collaborate on a joint venture. The idea is truly a win-win situation for all concerned; however, if executives from any part of the joint venture do not agree with the idea, the idea will not come to fruition. Before any collaborative effort can be successful, the venture must have the sanction of all people from the top to the bottom of the organizational structure.

5. **Collaborative efforts are synergistic.** When one entity does not have the ability or expertise to fill a specialized need for a specific group, a cooperative agreement with another who has the necessary expertise can only become a win-win solution, if handled properly.

The final concept stressed in this workshop was how to stop competition between departments, agencies, and other entities. How can organizations start working together on a cooperative basis?

1. **Be pro-active.** Be a catalyst and bring the entities together. Don't wait for others to approach you; you approach them.

2. **Make people aware of who has what expertise.** Point out that Agency A has one specific expertise, Agency B has a different strength, and Agency C has even a different ability. All can function alone and be successful, but if you bring all three agencies together and combine the knowledge, an even more powerful program can be planned.

3. **Look at the positive--not the negative.** Be positive about all agreements. Expound on the benefits that each can receive.

In conclusion, continuing higher education policy has been based in a competitive, profit-oriented territorial stance. This presentation, however, focused upon these issues and suggested both a new role structure and function for continuing education.

Participants attending this lecture came away with ideas of how to develop a cooperative structure to provide continuing education in our New Age society.

For more information on this session, contact Carol Kasworm, University of Tennessee-Knoxville, Knoxville, Tennessee 37996-0346; (615)974-2574.

CONTRACT PROGRAMS: ISSUES AND ANSWERS FOR DEANS AND DIRECTORS

Presenter: Violet A. Towne, Director
Center for Training and Professional Development
College of Technology at Utica/Rome
State University of New York

Moderator: Audrey A. Garland
USC Coastal Carolina College

Recorder: Lucius R. Kempton, Associate Dean
University College
Syracuse University

This session focused on money as related to contract programs, which includes the following: (1) determining price; (2) calculating indirect costs and overhead; (3) ascertaining profit; (4) managing program budgets; (5) paying instructors; (6) co-sponsored programs.

A contract program is an arrangement whereby a business, organization, or government agency contracts with a college or university to provide an educational program designed specifically for its employees or members. The program can be either credit or noncredit.

Contract programs are generally: (1) self-supporting as they should generate enough money to cover all costs; (2) typically profit ventures as they return discretionary dollars to continuing education and/or the college or university; (3) big business and it is estimated that $30 -$100 billion is spent on education and training annually--only one-third of this training is provided by higher education.

The following are underlying assumptions about price and profit: (1) price often has no relationship to cost; (2) noncredit programs are usually underpriced; (3) price is not directly proportionate to quality; (4) pricing practices should be reviewed at least once a year; (5) profit is not a dirty word, but often seems to be on campus. A participant observed that often the perception of the client is that the University seems flexible.

The presenter provided an in-depth discussion of pricing. Price is determined by a formula of direct expenses plus indirect expenses plus niche factor. Direct expenses are those incurred as a direct result of conducting a specific program. These expenses may be fixed, variable, or miscellaneous. Indirect expenses are those incurred as an indirect result of conducting all programs and are the overhead costs of doing business. The niche factor may be described as the intangible considerations and desired profit included in program price.

With regard to profit, where do expenses end and profits begin? Clearly, direct and indirect expenses aren't profit--unless they're padded--so the niche factor is the only place where "pure profit" enters the pricing picture. But, you must be careful! "Profit" is still a dirty, largely misunderstood word on college and university campuses.

Although continuing education departments must function like profit centers within our not-for-profit organizations, it is best to use the word sparingly or find a different word such as net, margin, differential, etc. Remember what profits are used for: to underwrite service programs, as seed money to start new programs, scholarships, special campus projects, additional faculty and staff, travel, equipment, autonomy, etc. Contract programs can help to off-set escalating costs and make our colleges and universities more viable institutions.

It is important in managing program budgets to do the following: (1) communicate; (2) negotiate; (3) put terms in writing; (4) record all transactions; (5) prepare summary/final report.

When looking at pricing if you are a dean or director, perhaps you need to take time to clarify these money issues with your staff members. If you are a program manager, maybe you should ask your dean or director to provide clearer guidelines for pricing contract programs.

What should be considered when looking at the question of how much instructors should be paid? Some common methods are: fixed rate, per-student basis, percentage of net, shared development and sunk/upfront costs (risk sharing), combo methods, one load, fringe benefits, other (e.g. travel, equipment, payment to department).

Compensation considerations are: reward/risk ratio, relative contribution, supply and demand, non-monetary considerations, opportunity costs, and organizational considerations.

Negotiation strategies are: mention compensation early, do your homework, plead limited authority, talk about reward/risk ratio, know when and how to defend the budget.

The open discussion brought out the question of how much detail should be given the customer. The consensus was that it varies from contract to contract, usually depending on the requests of the customer.

For more information on this session, contact Violet A. Towne, Director, Center for Training and Professional Development, State University of New York College of Technology at Utica/Rome, Marcy Campus, PO Box 3050, Utica, NY 13504-3050; (315)792-7158.

CONTINUING EDUCATION MINORITY PROGRAM: A PROGRAMMATIC RESPONSE TO THE NEEDS OF THE 21ST CENTURY

Presenter: Karen Brown Montagno, Program Coordinator
Office of Continuing Education - Credit Programs
The Ohio State University

Moderator: Martha Fleer, Dean
Continuing Studies and Evening College
Salem College

Recorder: Steve Schwegler, Associate Dean
Continuing Education
William Jewell College

The continuing education credit programs at The Ohio State University perceived a problem in the lack of minority enrollment. They perceived among minorities decreasing educational attainment, increasing career problems, and differences in minority career expectations. Many felt they were unable to satisfactorily plan a career as opposed to waiting for one to develop serendipitously.

These perceptions led to the development of a program in two separate stages. By means of these programs, the University hoped to:

1. provide educational access to persons of color;
2. encourage employers to use affirmative action;
3. demonstrate the University's commitment to affirmative action; and
4. provide a model for cooperative efforts with business.

These objectives were to be reached by forming a strong three-way liaison with students, area employers, and the University.

The first program developed was the Minority Continuing Education Opportunity Program (MCEOP). By means of this program, students were offered five hours of free tuition at the beginning of their studies. Then, when they were reimbursed for those hours of study by their employer, they could then use that check to pay for their subsequent semester of study. This provided a less financially burdensome way for students to undertake studies at the University. Upon completion of their study, students are required to pay back their initial amount due from the first semester. The MCEOP is now working with 30 companies and 76 students. For those students the following aspects of the program supported their study: a network of students; counseling; up-front tuition break; assistance in making day-time only transactions; information on OSU events; referrals to community services; a program newsletter; and access to career services. This program, however, developed so that it had only limited outreach and dealt with the "cream of the crop" of minority students. Another initiative was then begun.

The Continuing Education Minority Program (CEMP) was promoted by word-of-mouth and by referrals. CEMP sought to attract a greater number of students from the urban areas. Components of CEMP included the following areas: academic, math study groups and financial aid work groups were established; professional, training in resume writing was offered together with workshops of minorities in the work place; personal, motivational and stress management sessions were held; organizational, a project information exchange was established; extended focus, counseling, (especially important because it is often harder to keep students than to get them), and academic advising. Assessment of the program was very important to be obtained from an outside person because those involved with establishing it are too close to it to evaluate satisfactorily.

Questions at the end of the session brought out the following features. In the two programs about 95% of the participants were black females, but with new recruitment strategies they are now getting more black males. The program administrators have had some luck in convincing participating companies that all courses applicable to a degree should be covered by tuition remission, not just those directly applicable to the job. As the two programs have matured, the counseling staff also has increased. Much counseling is done by two graduate assistants. The retention rate for students in these two programs is 95% or above.

For more information on this session, contact Karen Brown Montagno, Program Coordinator, Office of Continuing Education - Credit Programs, 152 Mount Hall, 1050 Carmack Rd., Columbus, OH 43210; (614)292-8860.

GRADUATE EDUCATION FOR PART-TIME STUDENTS: ISSUES AND OPPORTUNITIES

Presenters:	Sheila Caskey, Dean Graduate Studies and Extended Learning Southeast Missouri State University
	Mary Fuqua, Dean Community, Continuing and Graduate Education North Adams State College
	Veva Vonler, Associate Dean Graduate Studies; Director, Continuing Education Texas Woman's University
Moderator:	John Dickey, Director Continuing Education Furman University
Recorder:	Larry Winkler, Director Academic Programs Division, College of Continuing Studies University of Nebraska at Omaha

Dr. Caskey began the session with a report on the results of the survey conducted in the spring of 1989 of ACHE institutional members concerning the policy and quality issues that affect the delivery of graduate education to part-time students. Responses were received from 38 doctoral and 35 less-than-doctoral graduate degree granting institutions. Master's degree institutions were evenly divided between public and private, while doctoral degree institutions were 66% public.

At master's degree institutions, all but one offered programs that could be completed by the part-time student and 80% of the students working toward the degree were part-time students. Questions concerning the accessibility of programs and services to part-time students yielded the following data: the majority of doctoral and/or master's degree institutions offer classes in the evening, on weekends, during the summer, and at off-campus locations. If off-campus locations are used, students at 33 institutions must come to use the campus library, 25 institutions believed that local libraries were adequate, four used on-site centers, two used FAX and couriers, seven or eight used extensive inter-library loan, most institutions use a combination of regular and adjunct faculty to teach the off-campus courses; 14% of master's and 53% of doctoral institutions use telecommunication delivery systems while 8% of master's and 14 percent of doctoral institutions allow correspondence courses; 85% master's and 86% doctoral institutions do not give credit for experiential learning.

Dr. Fuqua reported the survey results concerning access and quality issues most seriously affecting the ability of part-time students to earn advanced degrees. Access issues identified by master's institutions include: class scheduling in the evening or weekend (47%); financial aid (28%); and, admission/readmission policies (10%). Access issues identified by doctoral institutions were: class scheduling in the evening or weekend (48%); residence requirements (42%); availability of support services during evenings/weekends (26%); and, admission/readmission policies (10%).

Quality issues identified by master's institutions include: too many adjunct faculty (44%); time for quality interaction with faculty (31%); library/research facility availability (25%); and, student's time to study (13%). Quality issues identified by doctoral institutions were: too many adjunct faculty (29%); library/research facility availability (34%); time for quality interaction with faculty (29%); student's time to study (20%); collegiality with other students (17%); and, faculty attitudes toward part-time students (11%).

Dr. Fuqua commented that many of the quality and access issues are connected to the use of adjunct faculty including scheduling, time for quality interaction with faculty, and faculty attitudes. Dr. Fuqua noted that there is little research data on the topic of part-time graduate study. She cited a 1986 research report on the evaluation of the extended master's in social work program at the University of Pittsburg which was staffed entirely with full-time faculty as part of their regular teaching load. Part-time students performed better than the traditional students according to this study.

Dr. Fuqua believes that most university and college administrators would agree that using full-time faculty is highly desirable but that the reality of resource availability makes the use of adjunct faculty necessary. She stated that the use of adjunct faculty is not entirely a negative situation. Adjunct faculty who are skilled practitioners in their field can bring practical expertise to the classroom, assist with field placements and assist in recruiting students. A key issue is how the academic departments select, evaluate and treat the adjunct faculty members. If full-time faculty regard and treat adjunct faculty members as colleagues, the strengths of the adjuncts will outweigh their limitations.

Dr. Vonler researched the proceedings from the Council of Graduate Schools (CGS) to see how much information was generated on the subject of part-time graduate students at the annual meetings of this group. She found that an extensive 1977 workshop was held on the part-time student but that was all the information she found available. The CGS does a survey each year which gives statistics on part-time students but in terms of addressing the issues of access and quality, little information is available. Interestingly, the issues addressed by the 1977 workshop are the same issues as were identified in the 1989 ACHE survey. She is hopeful that members of ACHE associated institutions can address the problems and opportunities presented by the part-time graduate student. At Texas Women's University (TWU), approximately 87% of the 4,000 graduate students attend on a part-time basis. The average age of the advanced degree holder at TWU is 30 when the degree is earned.

Dr. Vonler believes that traditional higher education graduate programs are failing to reach large groups of people because of the real or perceived need to attend graduate institutions as full-time students on the part of prospective students and members of the institutions. Part of the solution is to inform the public about the graduate study opportunities available on a part-time basis. The opportunity to serve the part-time student can only be fully realized if the institution can organize to serve the specialized needs of the part-time student. She cited an example from TWU School of Occupational Therapy where a "Fly-In" weekend program brings people in for graduate work from all over the State of Texas.

Dr. Vonler is encouraged by the recent publication of a pamphlet by CGS concerning a policy statement on off-campus graduate education. CGS recognizes that part-time graduate students now constitute the majority of those students working toward advanced degrees. A number of sociological and technological changes in the United States are dramatically affecting where and when we conduct graduate education in our colleges and universities. More employers are requiring post-baccalaureate work for their employees and the changes in the future will require lifelong learning on the part of all people to advance in their chosen careers. CGS further states that the comparability of degree programs is a concern as a quality issue but should not be treated as an impossible barrier to overcome. Both on and off-campus programs can achieve similar objectives for the individual student's advanced educational experience even when the programs are not 100% identical.

Dr. Vonler believes that we also need to distinguish between the various groups of part-time students pursuing graduate course work because each group has individual goals and needs. She stated that the view expressed by a former president of TWC is descriptive of today: "All graduate education is continuing education."

For more information on this session, contact Dr. Sheila Caskey, Dean Graduate Studies and Extended Learning, Southeast Missouri State University, 900 Normal, Cape Girardeau, MO 63701; (314)651-2193.

THE AVERY RESEARCH CENTER FOR AFRICAN-AMERICAN HISTORY AND CULTURE: A COMMUNITY DEFINES ITSELF

Presenters: Lucille S. Whipper, President
Avery Institute of Afro-American History and Culture
Charleston, South Carolina

Myrtle G. Glascoe, Director
Avery Research Center for African-American History and Culture
College of Charleston

David Cohen, Director
Robert Scott Small Library
College of Charleston

Moderator: Mary L. Capers, Counselor
College of Charleston

Recorder: Beverly Jensen, Assistant Director
Evening Programs and Lifelong Learning Services
University of Nebraska at Lincoln

The presenters described the history and purposes of the Avery Research Center for African American History and Culture, located in Charleston, South Carolina. Lucille Whipper provided background on the community group which initiated its founding in 1978 as an extension of the Avery Normal Institute, the Charleston college-preparatory school that trained black teachers for nearly 100 years, beginning in 1865. David Cohen spoke of the collaborative efforts between the Avery alumni group and various departments of the College of Charleston. Myrtle Glascoe discussed the staff's work in documenting, preserving, and making public the history and culture of African-Americans from the Lowcountry.

The Lowcountry includes the coastal region between Savannah, Georgia, and Myrtle Beach, South Carolina, and the adjoining coastal plain. The culture of the rural and urban African-American people from this area is distinguished by the heavy retention of African and Caribbean cultural forms, expressed in the Gullah language and a distinct lifestyle. Scholars interested in broadening the knowledge and understanding of people of African descent, recognize the national significance of gathering materials for archival, manuscript and oral history collections from historic and contemporary African-American educational institutions, churches, and social and service organizations.

Several examples of materials acquired by the Center were cited, including the 106 photographs and 50 hours of taped religious music of African-American life on John's Island in the 1960s. Conferences have been held annually since 1985. One such program focused upon folklore, music and dance in the interpretation of Lowcountry/Caribbean culture.

In addition to establishing a national archive, depository and registrar which will preserve the unique heritage of the Lowcountry, the Avery Research Center also plans and presents conferences, forums, exhibits and other academic activities in cooperation with departments of the College of Charleston. When fully established, the Research Center will support classroom work as a living laboratory that can be applied to courses in such departments as history, sociology, anthropology, and education. Through internships, special topics courses and independent study opportunities, students will gain hands-on experience in the use of oral history, in searching out and retrieving primary documents, and in utilizing procedures and techniques for the restoration and conservation of archival materials. Affiliation with the Center also will be possible for faculty and visiting scholars as research associates, fellows and/or scholars in residence.

For more information on this session, contact Myrtle G. Glascoe, Avery Research Center for Afro-American History and Culture, College of Charleston, Charleston, SC 29424; (803)792-5742.

MAKING THE CURRICULUM RESPONSIVE: CROSS-CULTURAL MODELS FOR MULTICULTURAL AUDIENCES

Presenters: Rodney Dennis, Director
Return-to-School Programs
Office of Continuing Studies
American University

Ann V. Gormly, Director
Office of Advising;
Grant Project Director
Trenton State University

Lisa W. Levy, Director
Center for Professional Development
Office of Continuing Studies
American University

Richard Roughton, Executive Director
Office of Continuing Studies
American University

Moderator: Paula E. Peinovich, Chief Academic Officer
Regents College Degrees
The University of the State of New York

Recorder: Michael P. Murphy, Director/Norwest Chair
College of St. Thomas, Minneapolis Campus

The moderator began the presentation by indicating that in a time of changing demographics, institutions need to ask what it is of substance that they do that will also change as a result of the presence of an increasingly diverse population.

Rodney Dennis began by describing four areas:

1. A model for adult learners proposed originally by K. Patricia Cross is very applicable to minority students as well. She said that the institution needed an awareness of three factors that act as barriers to participation: dispositional (self-perception, confidence); situational (environmental conditions, lack of family experience with higher education); and institutional (flexible class time, extended library hours, etc.).

2. It is important not to make all the decisions for your audience.

3. The internal culture, itself, must change.
4. It is important to engage minority students with a personal approach.

The next portion of the presentation was directed by Lisa Levy and focused on essential characteristics for building a successful, multicultural curriculum. The audience broke up into small groups to determine what was currently being done on each campus. The two questions asked were: "What are some of the critical generic characteristics of the curriculum for a new program we would design, making sure to include the cross-cultural issues raised here in Charleston?," and "What are the critical characteristics of the audience we are going to recruit?"

Characteristics identified by the small groups included the following: student involvement in the planning--it should reflect the needs and values of and be useful to the population it is being designed for; opportunities that offer completeness should be provided; buildings should have pictures and symbols of people who come in; the importance of the central role of faculty development should be recognized; the awareness that success will require some time to develop should be developed; and opportunities for instructors to learn different instructional strategies should be provided.

The groups were then asked for characteristics of the audience that an institution ought to be aware of in building a multicultural program. Responses included: diversity (cultural and economic); family mix; age; religion; race; nontraditional views about the value of education; low self-esteem; the need to work with the majority population, etc.

Richard Roughton and Rodney Dennis then applied many of the above characteristics to APEL (Assessment of Prior Experiential Learning) and a community studies program, both of American University.

In the community studies program, primarily black and Latino adult students are provided financial aid and academic support. Elements include transitional classes, monitoring progress, intense advising and tuition assistance. Faculty communicate regularly with program administrators about student progress, and interventions are often nontraditional.

Cohorts of faculty which are inter-racial and mixed sex are built for each of the classes in the AU/NTL Master of Science program in Human Resource Development.

Next, Ann Gormly focused on academic advising for multicultural students at Trenton State College. She emphasized four points:

1. Identify resources - One should start at the top in seeking administrative support. Make the mission statement work for you, and see the old guard as a resource, not a barrier.

2. Provide incentives - A place of importance inside the program; release time and, perhaps, grants for books/resources to include global perspectives in courses.

3. Establish credibility/visibility - This can take as long as ten years or more. For many people, something is not credible if it is not visible. Make such an effort part of everything that happens on campus.

4. Seek additional support - Look within the academic disciplines for support as well as to foundations and continuing education programs.

Gormly also provided the handouts "Guidelines for Multicultural Infusion" and "Infusing Multicultural Issues into the Curriculum."

In concluding comments, Richard Roughton indicated that for multicultural efforts to work, a need for congruity must be present and that higher education leaders must ask themselves such questions as: Who is in the classroom? Is there, in fact, real access? How are faculty qualified? What books are assigned? Do we honor the diversity of experiences that the students bring?

For more information on this session, contact Dr. Rodney Dennis, Director, Return-to-School Programs, American University, Washington, DC 20016; (202)885-3900. Or, contact Ann V. Gormly, Director, Office of Advising, Trenton State College, Trenton, NJ 08650; (609)771-2883.

PERSISTENCE IN HIGHER EDUCATION: A REVIEW OF ATTRITION LITERATURE FOR CONTINUING EDUCATORS

Presenter: Robert J. Miller, Dean
Evening and Continuing Education
Philadelphia College of Textiles and Science

Moderator: Harry Neunder, Assistant Dean
School of Continuing Higher Education
Western New England College

Recorder: Jan Jackson, Assistant Dean
Office of Extended Education
California State University, San Bernardino

In this presentation, Dr. Miller accomplished five tasks:

1. Reviewed the Theory of Student Departure--based on the work of Vincent Tinto.
2. Provided an overview of the theory development for commuter-oriented programs, two-year colleges and programs for less traditional students.
3. Identified the limits of current theory and practice.
4. Identified specific research opportunities for continuing education practitioners.
5. Provided three bibliographies: Tinto's, Metzner's and an addenda by the presenter.

Dr. Miller began by outlining five theories of student departure--psychological, societal, economic, organizational and interactional--and explaining the problems associated with each theory.

He then provided a discussion of the studies and research of persistence in higher education as undertaken by Tinto (1987, 1986, 1975), Pascarella and Chapman (1983), Voorhees (1987), Metzner and Bean (1987), and Stoecker (1988) (see references at end of this session).

Based on the findings of these studies, Dr. Miller suggested several implications for continuing education:

1. Continuing educators must become familiar with the research on issues which are important to our programs.

There are a lot of potential decisions (regarding attrition) based on information that doesn't apply to a part-time, commuter and older population. You can't speak against them out of good intent fortified by emotional conviction. You must know the literature and support your position.

2. We must conduct research on the population with whom we work and publish our findings, but we must do that inside the theory development already taking place throughout higher education.

3. Finally, we must develop practices based on research not on an apparently successful practice at another institution. There are emerging variables related to persistence for continuing education students which may be influenced by institutional policy. These are:

   a. absenteeism
   b. academic advising.

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For more information on this session, contact Dr. Robert J. Miller, Dean, Division of Continuing Education, Philadelphia College of Textiles and Science, School House Lane and Henry Avenue, Philadelphia, PA 19144; (215)951-2902.

CHILD CARE: UNLIMITED POSSIBILITIES FOR CONTINUING EDUCATION

Presenter: Nancy Heitland, Assistant Director
Division of Continuing Education
East Central University

Moderator: Susan Schuehler, Dean
Division of Continuing Studies
Moravian College

Recorder: Linda Heindel, Associate Dean
Division of Continuing Studies
Moravian College

Ms. Heitland spoke from her experience in opening a child development center on the campus of East Central University (ECU) in Ada, Oklahoma. She (1) provided statistics as background on current trends in child development centers; (2) presented slides of the center at ECU; (3) enumerated the benefits accruing to a university; (4) explained the different programs that may evolve from a center, and (5) mentioned several funding sources for developing a center or for training professionals to work in the center.

Statistics

Child care is a hot item. Government officials have, for the first time in 20 years, passed legislation for child care. Parents express concern for the best place to put their child while they work. Employers find they have happier employees when child care worries are eliminated. Universities have many students who need child care. Statistics from the 1980s reveal that 51% of new mothers with a child under one year are now working or looking for a job. Fifty percent of mothers with children under three are working. Working parents are demanding not mere baby-sitting services, but child development--education--for their children. Among the 1.2 million child care workers (up to 65% since 1980), there has been triple turnover. To earn respectable wages, these people need appropriate training; that's where continuing educators become involved.

Slides

In her slides, Ms. Heitland showed how a university building slated for demolition was renovated with $600,000 and can now accommodate 67 children, aged one month to five years, as well as classrooms and offices. The center provides a full curriculum for child development, not just day care. The center is also a practicum site for college students; video cameras permit viewing of each classroom. The center lost $38,000 the first year, but has made $2,000 each month thereafter.

Benefits for University

To persuade administrators to institute a child development center, Ms. Heitland mentioned six arguments: (1) the need by adult students who have had to bring their children along to class or park them in the student union or library or leave them alone at home; (2) the benefit to foreign students who learn about American customs by working with center staff; (3) the eligibility for AFDC Title XX monies (over 50% of ECU nontraditional students with children are eligible for AFDC or other help); (4) the need by faculty and staff members for child care (an important recruiting tool for young faculty and staff); (5) the possibility of a practicum site to give university students a chance to interact with children and get real-life feedback for career choice; and (6) a site for research for faculty institutes.

Programs

A variety of programs, especially credit courses, may evolve out of a center: training courses for child care providers (administrators, nurses, teachers, nutritionists); courses aimed at promoting professionalism among providers (only 18.5% have a college degree, and some lead teachers have no college background at all); programs to fulfill Childhood Development Association (CDA) certificate requirements or associate degrees (each program now being changed to six-month intensive program for the certificate, the CDA associate's degree being given to four-year schools); programs for professionals in new programs (e.g., Oklahoma's new program for four-year olds for which lead teacher must have a degree in early childhood education); courses for teachers in Head Start programs which will soon require CDA certification as a minimum; practicum site for graduate classes; and noncredit programs using the center as a base (e.g., nanny programs, CEUs for professionals, conferences, public service classes, Saturday morning programs.

Funding Sources

Grants abound. NAEYC money for training and research is available, as well as Head Start funds to develop CDA programs. Other sources include: Family Support Act monies; discretionary funds; and private industry funds for research. The ABC Act was passed in the Senate in modified form to give rebates on income tax for child care. The Hawkins Early Childhood Education Development Act for $1.75 billion for grants to increase services has passed in the House. Bill 1675, Excellence in Teaching, calls for $17 million per year for training institutions to establish and expand education programs and scholarships to fulfill CDA requirements.

For more information on this session, contact Nancy Heitland, Assistant Director, Division of Continuing Education, East Central University, Ada, OK 74820; (405)332-8000, x465.

MAKING THE MOST OF WHAT YOU HAVE: CAPITALIZING ON INSTITUTIONAL RESOURCES

Presenters: Veva Vonler, Associate Dean
Graduate Studies;
Director, Continuing Education
Texas Woman's University

Janet Harris, Director
Continuing Education
University of Texas at Dallas

Moderator: Coradina Matthews, Assistant Dean/Director
Widener Way University College
Widener University

Recorder: Connie Barndt, Director
Information and Marketing
Philadelphia College of Textiles and Science

Veva Vonler discussed how continuing education departments can maximize limited institutional resources.

One of the most important steps is to define the department's mission so that it compliments the institution's mission. Further, it is important to provide opportunities for faculty development, ensure that staff members sit on pertinent committees, and demonstrate how continuing education programming increases college visibility. Whether the programmatic emphasis is on public service/personal enrichment or professional development, the goals for continuing education should be tied to the institution's goals and academic strengths.

Looking within the institution for resources makes it imperative to attract and involve faculty members with the continuing education program. Faculty who are associated with professional organizations, who have exhibited entrepreneurial skills, and who are involved in community service have proven to be invaluable in marketing and organizing programs.

It is recommended that continuing education programs be publicized internally. A continuing education newsletter which highlights faculty members who participate in programs should be published, and/or a calendar of events should be distributed to all campus staff and faculty.

To justify continuing education's share of institutional resources, it was suggested that continuing education emphasize

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the importance of its contributions to the institution. Continuing education should demonstrate how its program helps support other aspects of the college such as the bookstore, food service, and printing department. At all times, the division of continuing education should maintain fiscal responsibility.

Janet Harris discussed how a continuing education program can rely heavily upon external resources.

When looking outside the institution for resources, a continuing education program must still define its mission. The mission does not have to be directly determined by the institution, itself, but should compliment, rather than be an extension of, the academic programs.

Continuing education programs should learn to capitalize on the institution's name and encourage business and industry as well as professional and community organizations to become involved with continuing education programming. Harris suggested the following simple program plan to use when developing courses: (1) determine the educational purpose of the program; (2) decide who the target audience is; (3) determine what teaching strategies will be used to reach the audience; and (4) decide what type of format (seminar, conference, institute, etc.) the program will require.

When designing business and industry training, Harris advised that continuing education programs remember that training is usually required to solve a problem; so, it is essential to know what the problem is to determine whether continuing education can help solve it. In addition, it is important to listen to what business and industry is saying, and to make sure that the program is delivered as promised.

Another way to attract outside resources is to co-sponsor programs with professional associations and community organizations. Both parties should benefit from the program and co-sponsors should support the image of the institution. Given this, continuing education can look forward to capitalizing on the relationship with the co-sponsor for years to come.

After some success with external resources, it may become necessary to justify the external nature of the operation. One idea is to produce an annual report and circulate it throughout the college community, and/or publish a newsletter about the successes of the continuing education program. The institution as a whole will benefit from publicity generated from successful continuing education programming.

One pitfall of an externally-based continuing education program is that it may encounter the question of nonprofit status. Educational institutions increasingly are looked upon as competitors to private training providers. As a precaution, programs should be marketed to emphasize education, budgets should be built around instructional aspects, and co-sponsorship with profit organizations should be avoided.

For more information on this session, contact Dr. Veva Vonler, Associate Dean for Graduate Studies/Director of Continuing Education, Texas Woman's University, PO Box 22479, Denton, TX 76204; (817)898-3400.

RECRUITMENT AND ACADEMIC SUCCESS OF COMMUNITY COLLEGE STUDENTS AT FOUR-YEAR INSTITUTIONS

Presenters:	Karen Garver, Academic Advisor Academic Programs Division University of Nebraska at Omaha
	Bea Kiyohara, Assistant Dean Student Services Seattle Central Community College
Moderator:	Linda Shay Gardner, Director Special Programs Lafayette College
Recorder:	Josephine Gibson, Assistant Director of Admissions University College Villanova University

Karen Garver, the first presenter, spoke from her experience in the College of Continuing Studies at the University of Nebraska at Omaha (UNO), a public university with a population of approximately 16,000. Offered through this college, which usually enrolls 1,200-1,400, is a Bachelor of General Studies degree which has produced 17,000 graduates since its inception in 1950. Nontraditional credit is accepted into this degree program as well as almost all community college credit, applied to UNO's "secondary fields" and electives. The questions which she hoped to address in her remarks were: (1) are we attracting more students with this program by accepting these credits; and (2) do these students succeed?

As an initial step in her work, she felt that, in order to attract more students, greater cooperation should be promoted with the local community colleges. She visited the staffs at those schools in the area and now schedules regular visits to each. Better recruitment has resulted with more referrals of students by the counselors. The minority students who transferred to UNO came only from those community colleges within the Omaha region.

To research the question of attracting students, she looked at the 1,392 students enrolled in the college in spring 1989 and some December 1989 graduates. There were 561 people in the College of Continuing Studies who had, at some point, been enrolled in a community college program. Looking at these students, the most interesting fact was the range of the number of credit hours that they earned in these colleges. Literature reflects that people attain their Associate's degree first and then transfer to a four-year college to complete the Bachelor's degree. The facts here disprove that assumption. Students earned a range of credit hours, from one hour up to a maximum of 64 hours allowed, in the community colleges before transferring. Additionally, there was a good ethnic spread among those with the 64 hours, most of them transferring from Metro Tech. From this research it can be seen that there is a large number of people who attend a community college for a short time, possibly to bolster their confidence before transferring to another institution.

Another issue is the kind of credit that is accepted from vocational programs which enroll a sizable percentage of minority students. More general education courses are accepted than anything else, although some business credits will be accepted if the student is not a business major.

Does UNO succeed with these students? Or, is it just accepting people? Using graduated groups from May and August 1989, it appears that UNO is successfully graduating these students and the minorities who transferred from the community colleges. On the negative side, there were no black students with GPAs above 3.0, perhaps necessitating a look at how UNO can help those students.

The second presenter, Bea Kiyohara, related here experience with students from Seattle Central Community College (SCCC), one of the 27 community colleges within the state. SCCC has 7,500 students on three campuses and funnels its students to the six, four-year institutions within the Seattle region. The average age of its student body is 29, with 42% minorities, and about one-third each enrolled in either the vocational education programs, the college transfer programs, or the ESL (English as a Second Language) program.

To facilitate student transfer, all 27 community colleges have articulation agreements with all four-year institutions in the state. A governing body, the Intercollegiate Relations Commission, composed of representatives from every two-year and four-year school, meets once each quarter to review the Associate of Arts degree. Current policy is that a student with an AA degree and 2.0 GPA from a community college will have all 90 credits accepted across the board in the four-year schools, especially in the College of Arts and Sciences. (Under the quarter system, 180 credits are required for graduation.) There is actually much reciprocal movement between the community colleges and four-year schools. For example, in the 1988 fall quarter SCCC transferred 114 students to the University of Washington (UW), whereas 129 students transferred from UW to SCCC. Especially with minority students, SCCC gets as many students from the four-year schools as it transfers to them to make up deficiencies.

To encourage the transfer of more students of color into the four-year institutions, a transfer team was assembled in the spring of 1988 to work on two main fronts. One, a data committee, selected 400 white and 300 minority students in the public school system in 1982-83 and began to investigate if those students were enrolled in one of the state's community colleges or four-year schools; its work will come to fruition this winter quarter. Second, a Transfer Center was created to offer a support structure to students in the community college system and to those students coming from the four-year schools and the high schools. By the same token, the Transfer Center will work closely with recruiters from SCCC and UW who will recruit together in the ethnic communities. Representatives from the four-year schools will visit SCCC regularly to advise students on transferring. Faculty mentors are being established between both schools so that a student can be followed through the entire system. Further, high school counselors, SCCC, and academic counselors at UW are collaborating to insure that everyone has the same knowledge about the AA degree and its transferability.

On another front, efforts will be directed toward keeping selected high school students in the educational system. Starting in January 1990, a middle college high school, funded by the Seattle public schools, will be established on the SCCC campus to address the needs of those 30-35% high school dropouts and those students who are two grade levels behind. As part of this program, students will be housed on campus, will receive intensive counseling, and will use community college courses for high school credit.

Concerning the success of these combined efforts, a high percentage of SCCC students graduate from a four-year school within 5 years. By allocating in the future more funds to support programs and services, SCCC hopes to increase that success. The next step will be to assess these efforts to determine actual student outcomes and to satisfy the state and legislature.

For more information on this session, contact Bea Kiyohara, Assistant Dean, Student Services, Seattle Central Community College, 1701 Broadway, Seattle, WA 98122; (206)587-3860, or Karen Garver, Academic Advisor, Academic Programs Division, College of Continuing Studies, University of Nebraska at Omaha, Omaha, NE 68132; (402)554-2371.

THE MASTER PLAN: DYNAMIC RECRUITING PRACTICES

Presenter:	Thomas L. Penn, Manager Special Programs Branch William F. Bolger Management Academy
Moderator:	Elaine D. Hayden, Director Continuing Education Lebanon Valley College of Pennsylvania
Recorder:	Ayleen H. Burns, Director Main Campus, University College Widener University

Dr. Penn's topic, affirmative action in recruitment and hiring of minorities for positions on continuing education faculty and administrative staff, was an effective reminder that the annual meeting theme was about the practitioners as well as the students in adult higher education.

Dr. Penn began his remarks with the observation that the concept of "minority" has increased in complexity over the years. In the 1954 Supreme Court decision in the Brown vs. Board of Education case, "minority" means blacks; now, "minorities" can include many different groups of people. He said that the list of minorities was expanded before the problems of dealing with only one minority group was solved. We are now moving into the 21st Century dragging with us a 17th Century problem. He asserted that the "numbers game" that sometimes accompanies affirmative action in hiring activities complicates the process and results in "losing" the race issue. Affirmative action, he said, is about finding someone qualified for the job.

Many institutions have adopted affirmative action plans. According to Dr. Penn, all of the plans have in common the goal of attaining or retaining a balanced multicultural staff and faculty. Achievement of this goal, he said, has value not only for the minorities affected, but also for the institutions. The institutions gain new talents, skills and energies from different ethnic groups, and the work environment of staff and faculty is enriched through the interactions of a diverse work force.

Despite these efforts of affirmative action, few institutions seem to be pleased with minority representation and advancement within their organizations. For some institutions, achievement of the desired state in minority employment will require a total change in all aspects of the institutional environment. Areas needing to be changed may include: policies of

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promotion and transfer; performance appraisals; salary administration; careers development; formal and informal communications systems; accountability and reward systems; recruitment and selection practices; and the general climate of interactions among personnel. As part of the examination process, an institution should pay close attention to its practices in light of its policies. The two are often not the same in matters dealing with minorities, Dr. Penn said.

From the literature discussing the topic of hiring minorities, Dr. Penn noted six causes of minority underrepresentation. These are: limited pool of minority applicants; reduced number of minority students; members of the target population leaving the institutions; lack of institutional commitment; entrenched negative campus attitudes; and inflexible organizational structures.

Accessing computer data bases was one of the strategies identified by Dr. Penn that some institutions have used to increase membership of minorities on their staffs and faculties. Dr. Penn described one of these, the Minority Graduate Data Base (MGDB). This data base was developed by McClure-Lundberg Associates, Inc. of Washington DC. The list is compiled annually and includes 10,000 names of recent college graduates who are in search of employment. About 50 percent of the individuals in the data bank are black, 45 percent are hispanic, with other groups sharing the remaining five percent. Dr. Penn said that the MGDB was unique in that the names were submitted by the students themselves or by their career placement offices specifically for the purpose of enabling the students to be considered for additional career opportunities.

A lively question and answer period followed Dr. Penn's talk. This was clear indication that some new insights and ideas had been shared by the audience and speaker about this important topic.

For more information on this session, contact Dr. Thomas Penn, Manager, Special Programs Branch, William F. Bolger Management Academy, 9600 Newbridge Dr., Potomac, MD 20858-4322; (301)983-7072.

OVERSEAS PROGRAMS: NEGOTIATING AND MANAGING LINKAGE AGREEMENTS

Presenter: Kenneth A. Rogers, Associate Dean and Director
Office of International Studies
Indiana University

Respondent: Morris J. Blachman, Associate Director
Institute of International Studies
Byrnes International Center
University of South Carolina

Moderator: Steve Schwegler, Associate Dean
Continuing Education
William Jewell College

Recorder: Edna Farace Wilson, Assistant Dean
Evening Division
La Salle University

There is increasing interest in the types of continuing education programs that U.S. colleges and universities are offering overseas. As early as 1984, the American Council on Education estimated that more than 1,000 educational institutions had entered into agreements with foreign schools. As a result, higher education is experiencing a "megatrend," especially in continuing education programs.

The purpose of this session was to present principles of good practice and sound programming that are essential to the development and implementation of educational programs overseas. The session stressed the importance of developing programmatic linkages and articulation agreements.

Three major principles of good practice were discussed:

1) Plan for Long-Term Involvement
Ventures of this type have long-term implications for both U.S. and foreign institutions. To plan long-term is to look inward even while watching for opportunities and conditions abroad which appear conducive to negotiating and managing mutually-beneficial linkages with partners in other countries. It is important to "do your homework." This may include a familiarization with the educational system of the foreign country and any regulations specific to the country (or countries) in which the program will operate. Also, it is important to

assess the capacity of the U.S. institution which will provide the program linkages. Ongoing administrative and faculty support is critical to the success of the overseas program.

2) Implement Openly

The terms of the linkage agreement should be discussed openly at every stage and level of the appropriate decision-making authority within the institution. When the negotiated terms of such agreements and/or the implementation strategies are "kept under wraps," the integrity of the overseas programs involved is questioned frequently.

Both the U.S. and the foreign institutions' governing body should continue to oversee and sanction implementation of the programs operating under this agreement.

3) Evaluate Continuously

The adequacy of the overseas academic and service facilities and the current congeniality of the economic/political environment should be assessed on a continuing basis. This is necessary to ascertain that conditions remain conducive to the maintenance of program quality and integrity. It is recommended that schools involved in overseas programs consider the following:

a) adopting the National Association of Foreign Student Affairs (NAFSA) Self-Regulation Guide approach;

b) engaging a NAFSA consultant and/or a consultant recommended by a regional accrediting association;

c) applying an appropriate "in house" evaluation/quality control mechanism.

Continuous evaluation will affect the short- and long-term credibility of overseas programs conducted under linkage agreements.

In summary, it is recommended that U.S. institutions interested in establishing programmatic linkages with foreign institutions be concerned with the need to maintain academic quality and accountability. Concerns of this type can be addressed through a long-term planning process held within the institution prior to negotiations with the foreign institution, and by adopting an open implementation policy. These principles and practices will help to protect the interests of all concerned.

For more information on this session, contact Kenneth A. Rogers, Office of International Studies, Indiana University, Bloomington, IN 47405; (812)855-5678.

THE IMPORTANCE OF SELF-ESTEEM IN THE MULTICULTURAL CLASSROOM

Presenter: Robert Preziosi, D.P.A., Director
Special Programs
Friedt School of Business and Entrepreneurship
Nova University

Moderator: Michael Murphy, Director
St. Thomas College - Minneapolis Campus

Recorder: Dawn von Weisenstein
Department of Non-Credit Programs
The University of Tennessee, Knoxville

As change continues in our multicultural society, one very important variable remains constant. The adult educator must maintain or enhance the self-esteem of each learner. The ability to do this depends upon certain uncerstandings and skills that the adult educator must have and use. A faculty development program on self-esteem in the classroom should be used as a tool to assist faculty in helping learners to achieve increased self-esteem.

The primary objective of such a faculty development program is to enable administrators and instructors to assist low self-esteem students to feel valued by others which will result in these students performing at a higher competence level. Realization of this objective can make a contribution toward solving the "new age" issues of drugs and alcohol, major problems caused by low self-esteem.

Administrators and teachers must understand that students bring different levels of self-esteem to the classroom. Because of a need to feel good about themselves, they are likely to perform in ways that they believe will increase, maintain, or renew their self-esteem. Students' self-esteem is more likely to enhance motivation than is their ability to perform. Those students with low self-esteem are more likely to perform well if their student peers are supportive than if they are not. It is the responsibility of teachers to help low self-esteem students engage in self-esteem building behaviors.

Results of the speaker's informal study of two cross-cultural focus groups in his own classroom experience revealed that adult students have certain expectations of what a teacher's behavior should be to assist or improve self-esteem in the student. Some characteristics of the teacher and/or teaching methods were:

1. the maintenance of standards for success
2. flexibility as a person
3. the ability to listen (using eye contact)
4. encouragement of classroom competitiveness
5. the ability to revalue the loser
6. a knowledge of the history and culture of cross-cultural students
7. the use of culturally integrated work groups
8. equal attention should be given to all cultures
9. minority and/or foreign teachers need to avoid frequent reference to how things were done in their country of origin

Educators need to recognize that not all adult learners will be self-directed. In fact, many will need help and reinforcement by the instructor. Positive conversation and behavior by the teacher can sometimes assist a student's need to be accepted by their peers.

Interestingly, students often have a need to experience "cultural divorce;" that is, they want to focus on the commonalities they have with their peers, not their differences.

For more information on this session, contact Robert Preziosi, Director of Special Programs, Friedt School of Business and Entrepreneurship, Nova University, 3301 College Ave., Fort Lauderdale, Fl 33314; (305)475-7300.

ADVANCED RECURRENT EDUCATION

Presenter: Jack P. Blaney, Vice President
Harbour Centre Campus
Simon Fraser University

Moderator: Phillip Greasley, Executive Director
University Extension
University of Kentucky

Recorder: Jack L. Huff, Coordinator
Community Programs
University of Georgia

Harvard President Derek Bok outlines the growth and importance of mid-career education in his recent book, Higher Learning. He concludes that the nation's universities should concentrate more on those whose careers are in transition and development.

Private universities have funding to support advanced recurrent educational programs, while public universities are not as fully funded toward this area. Private, discretionary funds for public universities are geared more toward traditional programs and audiences. This precedence of funding is the primary reason for the development of Simon Fraser University (SFU) at Harbour Centre.

Ten years ago a storefront university was established in downtown Vancouver offering extension and noncredit professional development and liberal studies courses. This was the first step toward a downtown centre. Concurrently, University Senate approval in principle for a full-service downtown centre was obtained.

After obtaining both University and City of Vancouver support for the plan, private funding was sought. With help from a small group of business persons, led by a member of the Board of Governors, $23 million was raised in a two-year period. This money was used to prepay a thirty year lease on 106,000 square feet of space downtown.

The private/public partnership strategy for the centre was working first from a general educational concept to the construction of an operating facility, and then to the planning of a particular program. A first-class facility was built, then University departments were introduced to that facility.

A slide tour of Simon Fraser University, the city, and the Harbour Centre campus was presented by Dr. Blaney.

The Simon Fraser University at Harbour Centre reflects the institutional characteristics of SFU, yet it has a distinctive mission in response to the particular societal and economic needs represented within the city centre. The educational programs that meet this mission are a mix of selected programs now offered by SFU, together with others that are expressly designed to respond to this particular mandate.

For years adults have been served in two ways: first through offering noncredit self-development and personal enrichment courses; and second, through the provision of opportunities to start or complete a university degree by part- or full-time study. But with change, a third need has emerged--that of providing opportunities for adults possessing fundamental competence to return to college in order to keep up with evolving circumstances and conditions. This third need is the one primarily served in the programs at Harbour Centre.

Harbour Centre serves the needs of its community within the bounds of Simon Fraser University's academic strengths and expertise, to meet educational needs that embrace intellectual development, occupational competence, and public responsibility. All departments of the University have the opportunity to exercise their instructional and research initiatives within this framework. Programs interrelate the city with the University.

Programs at Harbour Centre offer opportunities for faculty to test and apply concepts to urban economic, social and cultural concerns, and to collaborate with expert practitioners. These programs combine teaching with research to resolve problems of the workplace through research and to present results of research to the workplace.

The programs at Harbour Centre essentially belong to the University's academic departments. All programs are dedicated to mid-career education and are offered by the departments themselves, with services provided by the regular campus service departments. The Continuing Studies office provides program development, administration, and marketing services at various levels for the departments' programs, and the vice president for the Harbour Centre campus plays an overall coordinating role and manages the facility. Therefore, the predominant values and expectations of the University community prevail at Harbour Centre.

Tables outlining the following were presented for discussion in slide format:

A. Simon Fraser University at Harbour Centre Central Focus
B. Framework for Program Development
C. Program Development Guidelines
D. Program Themes
E. Recommended Programs
F. Program Pending Recommendation

For more information on this session, contact Jack Blaney, Vice President, Harbour Centre Campus, Simon Fraser university, 315 West Hastings St., Vancouver, BC, Canada V6B 5K3; (604)291-5082.

TWO-YEAR COLLEGES ROUNDTABLE

Moderator: Robert S. Hale, Associate Dean
Academic Services
County College of Morris

Recorder: Edith M. Barnett, Director
Regional Programs
Old Dominion University

This session brought together colleagues from two-year colleges in a roundtable discussion of common issues and concerns in continuing higher education. Items that were covered in the session included:

1) The community college committee would like to know how many people in ACHE represent two-year colleges.

2) For promotional purposes, ACHE should send a letter to AACJC inviting members to attend ACHE national meetings.

3) It was suggested that the committee meet at the beginning of the ACHE national program.

4) A suggestion was made to host a reception for community college participants at the 1990 national meeting in Miami.

5) ACHE needs to make a personal pitch at the larger community colleges.

6) Suggestions were made to the program committee that workshops include a 2+2 articulation agreement as well as a keynote speaker from a community college. Moderators and recorders for the national meeting also might be selected from community colleges.

For more information on this session or the Two-Year College Committee, contact Robert S. Hale, County College of Morris, Route 10 and Center Grove Rd., Randolph, NJ 07869; (201)361-5000, ext. 228.

MANAGING IN MULTICULTURAL WORK ENVIRONMENTS

Presenters: Don D. Bushnell, Program Director
Human and Organizational Development Program
The Fielding Institute

Isidro Rubi, Director
Minority Engineering Program
University of Colorado

Rosalyn T. O'Neale, President
R. Taylor O'Neale Consulting Services

Moderator: Eugene J. Kray, Dean
University College
West Chester University

Recorder: Edna Farace Wilson, Assistant Dean
Evening Division
La Salle University

This workshop provided an experiential learning experience for the participants. Through a series of exercises and case reviews, participants identified factors which influence prejudicial attitudes in society and in the workplace. Topics included: understanding differences, values clarification, dealing with discriminatory practices in the workplace, and identifying commonalities.

It is essential to get the top level of management involved in establishing and enforcing policies which facilitate multicultural acceptance. One suggested technique for managers was to set common goals as opposed to individual goals. For example, goals for work units leads to strong team building. A strong team can overcome individual differences.

For more information on this session, contact Rosalyn Taylor O'Neale, R. Taylor O'Neale Consulting Services, P.O. Box 639, West Acton, MA 01720; (508)263-7056.

PART THREE:
BUSINESS MEETINGS

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Annual Meeting
November 12-15, 1989
Charleston, South Carolina

Call to Order
President Peter K. Mills called the 51st Annual Meeting of the Association to order at 4:00 pm, November 12, 1989 at the Omni Hotel at Charleston Place, Charleston, South Carolina. The business session was called to order November 13 at 11:55 am and recessed at 12:50 pm. It was reconvened November 15 at noon, recessed at 1:00 pm and reconvened again at 6:30 pm. The business meeting and the annual meeting were adjourned at 9:30 pm.

Minutes
Executive Vice President Roger H. Sublett moved approval of the minutes of the annual meeting on October 30-November 2, 1988 in Salt Lake City, Utah as printed in the 1988 Proceedings and distributed. The motion was seconded and it carried.

Membership Report
Executive Vice President Sublett reported on the membership information contained in the written report available to all members. He read the list of new institutional members. The motion was seconded and carried. The new institutions are as follows:

Alabama A & M University
Arizona State University
Central Michigan University
Central Missouri State University
Dalhousie University
Eastern Kentucky University
Empire State College
Fairfield University
Florida State University
Hampton University
Holmes Community College
Johnson State College
Johnson and Wales University
Liberty University
Lincoln University
University of Lowell
Mississippi State University
Morgan State University
Morris College
Spring Arbor College
University of West Florida
University of Wisconsin - Madison

The membership report appears in Appendix A.

Financial Report
Executive Vice President Sublett reported on the Association's financial status and discussed the financial report available to all members as a handout. The financial report shows a total of $84,253.45 on hand. The yearly audit will be conducted by a CPA following December 31, 1989 and will be printed in Five Minutes with ACHE for distribution to the membership. Sublett moved approval of the financial report; the motion was seconded and it carried. The financial report appears in Appendix B.

Nominations
Charles Falk, Chair of the Nominations Committee, presented the slate of officers. The nominee for president-elect is Sam C. Bills. A motion was made to accept the nomination of Bills. It was seconded and carried. The floor was opened for nominations for president-elect. There were none. There was a motion to close the nominations; it was seconded and passed. The nominations committee nominee for vice president is Nancy F. Gadbow. A motion was made to accept the nomination of Gadbow. It was seconded and carried. The floor was opened for nominations for vice president. There were none. There was a motion to close nominations; it was seconded and passed. The nominees for director-at-large were Elaine Hayden, Jerry Hickerson, William Hine, Richard Marksbury, and Robert Stakes. A motion was made to accept the nomination of these five candidates; it was seconded and carried. The floor was opened for nominations for director-at-large. There were none. There was a motion to close nominations; it was seconded and passed. The nominations report appears in Appendix H.

Resolutions
Past-President Nicholas E. Kolb called for resolutions related to the Association for Continuing Higher Education as well as those related to other education issues.

Board Action from November 11 and 16 Meetings
President Peter K. Mills reported that he has appointed a committee of the board to explore the idea of a United States Association of Evening Students affiliation with ACHE.

Judith Kolowski, executive director of AAACE, reported on legislative issues important for continuing educators to consider at the present time.

The American Assembly of Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP): The board decided not to take a position on the controversy between these two groups. The issue should be referred to the committee on ethical and quality issues in continuing education.

The board voted to implement the policy of complimentary registration for retired members allowing such members to pay for meals and special events on an a la carte basis.

Reports were made by the Strategic Planning Committee and the Western Regions Task Force. Both reports were accepted by the board.

Committee Reports
President Mills directed attendees to pick up copies of committee reports available at the table in back of the meeting room. Committee reports which were submitted appear in Appendices C-M.

Constitutional Changes
Barbara Pennipede, chair of the Constitution and By-Laws Committee, presented the report which had been mailed to designated representatives of member institutions with proper notice prior to the annual meeting. The changes are as follows:

1. The annual dues for institutional and affiliate members shall be $225. This includes two subscriptions to the Proceedings, and a subscription to the Journal of Continuing Higher Education for each listed member.

2. The annual dues for professional members shall be $50 and they shall receive one copy of each issue of Proceedings and Journal of Continuing Higher Education.

A motion was made and seconded to accept both constitutional changes. The changes were voted on and approved.

Election for Board of Directors
President Mills reintroduced candidates for offices. A motion was made and seconded to elect Sam C. Bills as president-elect by acclamation. The motion carried. A motion was made and seconded to elect Nancy F. Gadbow as vice president by acclamation. The motion carried. Printed ballots were distributed at the door to members of ACHE in good standing. Five candidates were listed on the ballot for the two director-at-large positions. The two elected were Elaine Hayden and Robert Stakes. William C. Hine was elected to serve the remainder of the term vacated by Nancy Gadbow upon her election as vice president.

1990 Budget
Wayne Whelan presented the proposed budget which had been distributed to members in attendance at the meeting. Whelan moved acceptance of the finance committee's report. The motion was seconded and it carried. The approved budget appears in Appendix D.

Resolutions
Past-President Nicholas Kolb read 13 resolutions. He moved adoption of each. There was a second on each resolution and they were approved as read. The approved resolutions appear in Appendix L.

Emeritus Certificates
The following were presented with emeritus certificates: Caesar Carrino, Edward Durnall, Ralph Hyde, Leslie Jacobson, Juergen Mudrow, Gail A. Nelcamp, Juanita Park.

Awards
The following awards were presented at the banquet: Meritorious Service, Wayne Whelan; Special Recognition, W.K. Kellogg Foundation; Editor of Proceedings, Jan Jackson; Local Arrangements, Abbie F. Smith; Program, Nancy Gadbow. Honorary Life Membership was bestowed on the following past presidents: William D. Barton, Joseph P. Goddard, Leslie S. Jacobson, Gail A. Nelcamp, and Hal Salisbury.

Transition of Executive Vice Presidency
Outgoing Executive Vice President Roger H. Sublett introduced Interim Executive Vice President Lynn R. Penland.

Transition of Presidency
Outgoing President Peter K. Mills thanked ACHE members and leaders for their assistance during the past year. He called upon incoming President John Michael Sweeney to assume the presidency. President Sweeney presented Peter Mills with a gift of appreciation from the Association.

Adjournment
President John Michael Sweeney declared the meeting adjourned.

PART FOUR: APPENDICES

APPENDIX A
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

MEMBERSHIP REPORT
September 30, 1989

	1988	New 1989	Cancelled 1989	Total 1989
Affiliate Class				
Institutions Represented	8	0	3	5
Individual Representatives	11	0	5	6
Institutional Class				
Institutions Represented	248	20	8	260
Individual Representatives	1,084	76	65	1,095
Professional Class				
Institutions Represented	320	45	45	320
Individual Members	380	88	74	394
Honorary Class				
Individual Members	19	0	0	19

Members in 43 states, the District of Columbia and five foreign countries (Canada, France, Japan, Korea, and Switzerland). 1,514 individuals representing 585 different institutions and organizations.

Institutional Membership Cancellations

University of Akron
Delgado Community College
Jacksonville University
New Jersey Institute of Technology
Northwestern State University
The Technical University of Nova Scotia
Trenton State College
Worcester State University

Affiliate Cancellations

Alabama Commission on Higher Education
Ed Burnett Consultants
Warren County Community College

(A list of new institutional members can be found in the **Membership** section of the Business Meetings summary, Part Three of this publication.)

APPENDIX B
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

FINANCIAL REPORT
January 1, 1989 - September 30, 1989

INCOME:

		Actual	1989 Budget
Institutional Dues		$49,495.00	$51,000
Professional Dues		13,545.00*	15,120
Affiliate Dues		400.00	1,000
Miscellaneous			
Publications	$1,086.66		2,325
Application Fees	1,500.00		1,000
Other	809.00		1,250
Total Miscellaneous		3,395.66	
Interest			
Checking	$ 173.62		
Savings	827.87		
CD	4,572.28		
Total Interest		5,573.77	4,500
Balance from 1988 Annual Meeting		11,283.45	4,000
Transfer from Savings		0	7,504
TOTAL		**$83,692.88**	**$87,699**

(*includes 25 professional members from registration at the 1988 annual meeting. Amount has been deducted from annual meeting balance--$875).

FINANCIAL REPORT, continued

EXPENSES:	Actual	1989 Budget
Publications		
Newsletter	$ 3,091.44	$ 3,100
JCHE	10,099.33	12,000
Proceedings	3,852.52**	3,000
Directory	4,521.00**	3,200
Brochure/Constitution	2,071.02**	2,500
Miscellaneous	1,090.30**	0
Office Expenses		
Secretary Salary	6,915.17**	7,800
Office Supplies	1,087.11**	1,400
Printing and Duplication	3,041.54**	2,800
Telephone	292.47**	450
Postage	6,618.80**	9,000
Accounting	425.00	500
Bond and Insurance	0	2,729
Computer Service	667.00	570
Miscellaneous	0	0
Travel		
General	3,949.21**	2,300
Board Meetings	9,616.01**	8,500
Committees	2,672.56**	2,200
Executive Committee	1,785.59	4,400
President	4,869.09	5,000
Honoraria		
Executive Vice President	3,380.00	6,000
Editor - JCHE	1,500.00	2,000
Administrative Expenses		
Board Meetings	34.49	250
Committees	642.50**	3,500
Annual Meeting	205.00	3,000
Executive Vice President	284.12	500
President	525.35#	800
Dues - CAEO	200.00	200
Refunds	0	0
TOTAL	**$73,436.62**	**$87,699**

(**indicates change from budgeted amount; additional information available from home office)

(# $500 allocated by the Board of Directors to Western Regions)

FINANCIAL REPORT, continued

BALANCE ON HAND:

Bank	Type of Account	Maturity Date	Interest Rate	Balance
Citizens National Bank	Checking		6.223%*	$ 5,762.44
Citizens National Bank	Savings		6.20%	2,783.59
Citizens National Bank	CD	2-21-91	8.55%	32,576.66
Citizens National Bank	CD	10-11-89	8.50%	16,320.35
Citizens National Bank	CD	2-28-90	7.85%	18,918.80
Citizens National Bank	CD	10-18-89	8.40%	7,936.61
TOTAL				**$84,253.45**

(*interest rate payable on October 1, 1989; market rate adjusted weekly)

SUMMARY:

Total Income - 1989 YTD	$83,692.88
Balance from 1988	73,997.19
Less Expenses - 1989 YTD	73,436.62
TOTAL ON HAND	**$84,253.45**

APPENDIX C
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

AWARDS COMMITTEE REPORT
November 1989

The criteria for awards and nomination forms were made available to all those in attendance at the 1988 annual meeting in Salt Lake City. This notification was followed up by mailings to the entire membership in January and February, and notices in Five Minutes with ACHE in December and February.

In late January, a decision was made by the Committee Chair and President Mills to extend the deadline for submission of nominations to April 1. Notification of this change was sent to all members along with clarification of the changes approved by the Board of Directors in November.

In May, the Committee submitted its recommendations for the 1989 awards to the Board of Directors.

The Committee also recommended adoption of the statement of purpose and guidelines for Distinguished Program Awards to be implemented in the 1989-90 year, with the first presentation made at the annual meeting in 1990. The Committee's recommendations were subsequently approved by the Board with one minor amendment. Notice of these new awards was made to the membership in the September Five Minutes with ACHE. Copies of the guidelines will be available at the annual meeting and will again be mailed to all members in December.

Submitted by:

Robert DiBella
Linda Heindel
Janice Lohmann
Richard Marksbury
Rick Osborn
Lynn Penland
William Peterson
L. Arthur Safer
Allen Dwight Varner
Robert S. Hale, Chair

APPENDIX D
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

BUDGET AND FINANCE COMMITTEE REPORT
Approved Budget
January 1, 1990-December 31, 1990

INCOME:

Institutional Dues (265 @ $225 each)		$59,625
Affiliate Dues (5 @ $225 each)		1,125
Professional Dues (410 @ $50 each)		20,500
Miscellaneous		
JCHE	$1,100	
Proceedings	100	
Application Fees	2,000	
Other	1,000	4,200
Interest		6,000
TOTAL INCOME FOR PERIOD		**$91,450**

EXPENSES:

Publications	
Newsletter	$ 4,700
JCHE	12,000
Proceedings	4,000
Directory	4,300
Brochure/Constitution	2,200
Miscellaneous	200
Office Expenses	
Secretarial	9,000
Office Supplies	1,400
Printing and Duplication	3,100
Telephone	450
Postage	9,000
Computer Maintenance	700
Accounting	500
Bond	229
Liability Insurance	2,510
Miscellaneous	0

BUDGET AND FINANCE COMMITTEE REPORT, continued

Travel	
General	2,000
Board Meetings	8,500
Committees	1,500
Executive Committee	2,000
Presidential	5,000
CAEO	2,000
Honoraria	
Executive Vice President	7,030
Editor - JCHE	2,000
Administrative Expenses	
Board meetings	250
Committees	
Research	2,000
Annual Meeting	
Recognition and Awards	1,500
Exectuve Vice President	500
Presidential	800
Dues - CAEO	200
Contingency	1,881
TOTAL EXPENSES FOR PERIOD	**$91,450**

TRANSITION EXPENSES
(To be funded from Restricted Emergency Account)

Printing and Duplication	$ 600
Accounting Audit	1,000
Travel	3,000
Honorarium	1,800
Secretary Salary	500
TOTAL TRANSITION EXPENSES	**$ 6,900**

APPENDIX E
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

CONSTITUTION AND BY-LAWS COMMITTEE
Proposed Changes

1. The annual dues for institutional and affiliate members shall be two hundred twenty-five dollars. This includes two subscriptions to the *Proceedings*, and a subscription to the *Journal of Continuing Higher Education* for each listed member.

2. The annual dues for professional members shall be fifty dollars and they shall receive one copy of each issue of the *Proceedings* and the *Journal of Continuing Higher Education*.

Submitted by:

Reid Holland
Stanley Gwiazda
Leslie Jacobson
Barbara Pennipede, Chair

APPENDIX F
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

GRADUATE EDUCATION COMMITTEE REPORT
November 12, 1989

The Committee on Graduate Education was established following the 1988 annual conference as an ad-hoc interest committee. The purpose of the committee is "To explore the involvement of ACHE members in graduate education, to share information about that involvement and to issue such reports or plan program activities as appropriate." For 1988-89, the committee was specifically charged to:

1. Explore the interest among ACHE members for a permanent board-sanctioned committee on graduate education.

2. Share ideas about graduate program development, marketing, administration and its relationship to continuing higher education.

3. Report its findings and recommendations at the 1989 meeting.

4. If appropriate, recommend to the Program Committee a program component for the 1989 meeting.

The committee chose to research the issue of barriers and opportunities for graduate education for part-time students and to simultaneously survey the membership as to the interest in a permanent committee. In April, a survey was sent to all four-year member institutions. Seventy-seven institutions responded to the question of a permanent committee with 67% or 52 respondents indicating a favorable response. It is therefore recommended that the board establish a permanent committee on graduate education.

The remainder of the survey sought to identify those issues which most seriously impact access to graduate education for part-time students and the quality of the delivery of such programs. The results of the survey will be presented on Tuesday, November 14 at the annual meeting in Charleston.

Respectfully submitted by:

Ad-hoc Committee on Graduate Education

APPENDIX G
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

MENTORING COMMITTEE REPORT
1988-89

The Mentoring Committee hosted a breakfast for "first-timers" at the 1988 ACHE annual meeting in Salt Lake City. Coordinated by Judy Hochman, Mentoring Committee chairperson, the agenda was designed to give first-timers a chance to meet seasoned members as well as others new to the conference, and to convey the concept that ACHE wants all first-timers to feel welcomed. Past presidents of ACHE, Mentoring Committee members, and ACHE Board members were invited to attend along with the first-timers. The idea that the Mentoring Committee was willing to help first-timers with networking was outlined and those interested were asked to complete "Mentoring/Networking" questionnaires.

Nearly 100 people attended the breakfast; many first-timers expressed interest in connecting with a mentor around an area of interest; and a number of connections were made or at least attempted during the conference. However, making these connections at the conference often proved to be difficult and inefficient. Therefore, committee members met to discuss new approaches. It was proposed that a question about interest in a mentor should be included on the 1989 conference registration form and that connections should be made right at the breakfast. It was further decided that these connections did not need to be according to areas of interest because one function of the mentor would be to help the mentee connect with persons with similar interests. This approach is being tried at the 1989 Charleston conference.

During and following the 1988 conference, the Mentoring Committee recruited persons to serve as mentors in special interest areas. A resource list of possible mentors and their areas of expertise was then sent to all who had requested mentors.

Recently, a follow-up letter was sent to all 1988 first-timers who had requested mentors inquiring about the effectiveness of the project. Responses point to the difficulties of our previous approach while supporting the concept of mentoring. Careful analysis will be made of the new approach which is being tried with first timers at the Charleston meeting. It is hoped that it will serve both first-timers and ACHE well. The Mentoring Committee believes the mentoring concept merits the efforts required since it provides ACHE with a means of letting first-timers know they are valued while assuring that ACHE provides first-timers with a valuable experience.

APPENDIX H
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

NOMINATIONS COMMITTEE REPORT
November 13, 1989

The Association for Continuing Higher Education's Nominations Committee presents the following slate of candidates for the members' considerations.

President Elect
Sam C. Bills

Sam C. Bills is the Director of the University Evening School at the University of Tennessee, Knoxville. He received his Ed.D. in educational administration from the University of Tennessee in 1967. Sam's association with continuing education and his involvement with ACHE dates back to 1962. Since that time his service to ACHE at the national level includes: Vice President, 1988-89; Director-at-Large, ACHE Board, 1987-88; Chair of the Program Committee, 1988; Finance Committee member, 1985-87; member of the Nominations Committee, 1977-78; Editor, Proceedings of Annual Meeting, 1982; Program Committee member, 1977-79, 81, 82, 89; member of Local Arrangements Committee, 1988; edited and published Resource Contacts for ACHE, 1979; Chair of three Visitation Committees 1976-77, 82; Chair of the Professional Staff Development Committee, 1976-79; member of the Membership Development Committee, 1972-75. Sam also has been Chair of the Region, 1974-75; participated on the Regional Program Committee, 1977-78; and was the regional Nominations Committee Chair, 1980-88. Sam participated in the 1985 MLE program at Harvard. He completed the 1988 University of Tennessee Executive Development Program.

Vice President
Nancy F. Gadbow

Since July, 1989, Nancy F. Gadbow has been Associate Dean, Empire State College, and was formerly Chair and Assistant Professor of Adult Education, Syracuse University. She also holds a doctorate in adult education from Syracuse. Nancy has been a member of ACHE for ten years and her national service includes: Chair, Program Committee for Annual Meeting, 1989; Board of Directors, 1987-90; Chair, Task Force on Resource Linkages and Professional Development, 1987-88; member, Program Committee, 1987-89; member, Task Force of Membership Services, 1986-87; member, National Council of Regions, Advisory to Board, 1986-87; Board Liaison, Publications Committee, 1986-89; Chair, Nominating Committee,

NOMINATIONS COMMITTEE REPORT, continued

1985; member, Career Change Committee, 1983-86; member, Membership Development Committee, 1983-85; member, Older Adults Committee, 1983-84; presenter at 1985 and 1987 meetings and served as recorder and moderator at various national meetings. Her regional service includes: Chair, Region II, 1986-87; Chair, Tri-Regional Conference, 1986; member, Tri-Regional Program Committees, 1985-86; Chair-Elect, Region II, 1985-86; Secretary/Treasurer, Region II, 1984-85; member, Program Committee, 1984-85; member, Region II Executive Committee, 1984-87; Regional Membership Committee, 1983-85; Chair, Membership Committee, 1982-84. Nancy also has been a presenter and moderator at several regional and Northeast regional conferences. Nancy has several publications and is consulting editor of Adult Education Quarterly and The Journal of Continuing Higher Education.

Director-at-Large
Elaine D. Hayden

Elaine D. Hayden is presently serving as Director of Continuing Education at Lebanon Valley College in Annville, Pennsylvania. From 1975-1989 she served as Director of Continuing Education and Summer Session, Nazareth College of Rochester, New York. She holds a M.S. degree in the administration of higher education from SUNY-Brockport. Elaine has been a member of ACHE for thirteen years and her national service includes: member, Council of Regional Chairs; member, Membership Development Committee; recorder and moderator at two national conferences. Her regional service includes: Chair, Region II, 1988-89; Chair-Elect, Region II, 1987-88; member, Northeast Regional Conference Program Committee, 1986, 88-89; Nominating Committee, Region II; Director-at-Large, Region II, 1986-87; Co-Chair, Professional Development Committee, 1986.

Director-at-Large
Jerry H. Hickerson

Since 1980 Jerry H. Hickerson has been Assistant Vice Chancellor of Academic Affairs/Continuing and Graduate Studies, Winston-Salem State University. He is also tenured there as a Professor of Education. He holds a Ph.D. in curriculum and instruction from Kent State University. Jerry has been a member of ACHE for six years and his national service includes: member, Graduate Education Committee, 1988-89; member, Application of New Technology Committee, 1987-89; member, Resource Linkage and Professional Development Task Force, 1987-88; moderator, Salt Lake City Conference, 1988; presenter, Boston Conference, 1984.

NOMINATIONS COMMITTEE REPORT, continued

His regional service includes: member, Board of Directors, Region V, 1988-89; Chair, Membership Development Committee, Region V, 1988-89; member, Conference Program Committee, Region V, 1985 and 87; presenter, Charlotte, 1985. Jerry is also Delaware to North Carolina Regional Manager of the Council for Adult and Experiential Learning (CAEL) and President-Elect of the North Carolina Adult Education Association.

Director-at-Large
William C. Hine

William C. Hine is Dean of the School of Adult and Continuing Education at Eastern Illinois University. Previously, he served for six years as Associate Dean, College of Graduate and Continuing Studies at the University of Evansville. He holds a doctorate from Indiana University in higher education administration and adult psychology. Will has been a member of ACHE for 10 years and his national service includes: Director, National Survey of ACHE Members, 1988; member, Local Arrangements and Program Committees for National Meeting, 1987; member, ACHE Marketing Task Force; instituted ACHE Research Award Competition, 1986-89; Chair, ACHE Research Committee; ACHE Publications Committee, 1984-89; presenter at two national meetings, 1987 and 1989. His regional service includes: Chair, ACHE Region VI, 1988; Chair-Elect, ACHE Region VI, 1987; Chair, Regional Membership Committee, 1985-87; member, Program Committee for ACHE Region VI, 1983, 1988, 1989 and 1990; presenter at several regional meetings.

Director-at-Large
Richard A. Marksbury

Richard A. Marksbury is Associate Dean and Summer School Director at Tulane University where he has served since 1979. He holds a Ph.D. from Tulane in cultural anthropology. Rick has been a member of ACHE since 1980 and his national service includes: member, Awards Committee, 1987-89; member, Constitutional Committee, 1985-87; Chair, Local Arrangements Committee, 1982; member, Program Committee, 1981-82; member, Student Relations Committee, 1981-82. Rick has been a moderator, recorder and presenter at various sessions during national meetings. He also volunteered to assist the membership Committee in recruiting Louisiana schools in 1984-86. Richard's regional service includes: member, Nominating Committee, Region VII, 1988-89; member, Chair, Awards Committee, 1987; member, Awards Committee, 1986; presenter at regional meetings. Richard also volunteered to

NOMINATIONS COMMITTEE REPORT, continued

assist in recruiting schools to join Region VII and twice published in the Journal of Continuing Higher Education.

Director-at-Large
Robert L. Stakes

Robert L. Stakes has been Director of Adult and Continuing Education, University of Texas at El Paso, since 1982. He holds BBA and MBA degrees from Lamar University and is ABD in adult education at the University of Georgia. Robert has been a member of ACHE for twelve years and his national service includes: Co-Chair, Western Regions Task Force, 1988-90; member, Program Committee, 1988-90; member, Awards Committee, 1987-88; Chair, Nominations Committee, 1987; member, Nominations Committee, 1985-86; Day Chair, Program Committee, 1983-85; member, International Continuing Higher Education Committee, 1981-83; member, Professional Development Committee, 1979-81. Robert has served as a moderator and recorder at national meetings and has attended every national meeting since 1979. His regional service includes: member, Site Committee, Region VII, 1987-88; Chair, Region VII, 1984; Chair-Elect, Region VII, 1983; Secretary, Region VII, 1982; member, Program Committee, Region VII, 1982-85 and 87-88.

Submitted by:

Charles Falk, Chair

APPENDIX I
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

PAST PRESIDENT'S ANNUAL REPORT
Peter K. Mills, 1989

The year leading up to the Fifty First Annual meeting was an exciting, challenging and productive one for me. That much was accomplished is due to the team efforts of a large number of people in the Association's leadership and individuals in key committee assignments. This report will mention as many as possible. Three special people in the Association's home office deserve significant recognition: Roger Sublett, Lynn Penland and Caren Briel. They conducted ACHE business with a high degree of sensitivity, caring and professionalism.

Activity for any president begins during the previous year with service as President-Elect. One "understudies" the current president (I had an excellent role model in Hal Salisbury), selects committee chairs, and begins to think of the program theme and thrust for the year to come. Concerned as I was by Harold Hodgkinson's reports and "Workforce 2000" I was determined that the theme would have something to do with minority issues in the workforce and with America's need to understand and capitalize on an increasing cultural diversity. With help from Nancy Gadbow (to be program chair) and Paula Peinovich, this concern was translated into the theme: "Education for a Multicultural Society: A New Agenda for Continuing Higher Education." I was ready for the luncheon speech at Salt Lake City. In that speech, I outlined the background of the theme which would become the charge to the 1989 program committee. I also explained that I believed that the Association ought to do more to attract black, hispanic and native American members if, indeed, the profession was going to play a key role in addressing the societal changes to come. To help us do that, I appointed an "Ad Hoc Committee on Graduate Education" with Sheila Caskey as Chair. The speech also covered a reorganization of the Association's committee structure based on the work of Betty Ayres. Committee charges were rewritten and committees were placed in constitutional, service and ad hoc categories, organized by number, with master copies distributed to all board members, regional chairs and committee chairs.

The next presidential responsibility was to attend regional meetings of the Association. Though the travel load was heavy, and the work load piled up in the office at Nova, visiting the regions was a memorable time in my life. The meetings included:

PAST PRESIDENT'S ANNUAL REPORT, continued

*Region VIII in Indianola, Iowa
*Region VI at Purdue University, West Lafayette, Indiana
*Region XI at Simon Fraser University, Vancouver, BC
*Region V in Virginia Beach, VA with a stop at AAACE Congressional Breakfast for Outstanding Adult Learners in Washington, DC
*Regions I, II, III, and IV in Toronto, Ontario
*Region VII in Atlanta

These visits demonstrated that our members were carrying out vital professional development activities that reach many more CE staffers than can attend the national annual meeting. ACHE is alive and well in the hinterlands! (Some of those hinterlands were cold in February and March.) But, the themes were hot, the sessions invigorating, and the people wonderful.

Nova University hosted the mid-year board meeting in March, held at the Embassy Suites hotel in Ft. Lauderdale. The business of the meeting was reported earlier in "Five Minutes." One Executive Committee meeting was held in Pittsburg; others were held by conference call, an innovation which saves time for the member and dollars for the Association. Significant board business during the year included progress on the Association's marketing and recruiting activities (Logo, letterhead, new brochure, presentation folder, use of display at several national meetings); development of a consolidated local arrangements and program committee guidelines manual (Scott Evenbeck) and leadership from the Board and the Finance Committee (Chair, Wayne Whelan) to move toward a balanced Association budget based on dues and annual meeting contributions.

The budget for 1989 was $86,699. Total income for the year was $88,282.64. The board approved use of annual meeting profits to cover special expenses above income. Total expenses for 1989 were $94,676.77. The finance committee defined three new restricted funds which were established in addition to the $25,000 strategic reserve fund: $20,000 capital expenditures and equipment, $10,000 advancement, $10,000 emergency. Growth in membership during 1989 is indicated in the report of the interim executive vice president in this newsletter.

The culminating activity for the year was the Fifty First Annual Meeting, held in Charleston, SC from November 12-15, 1989. Our host for the meeting was the College of Charleston, ably represented by Abbie F. Smith, chair of the local arrangements committee. Before and during the meeting, Abbie faced challenges like Hurricane Hugo, an entertainment group with a broken-down bus, the pressure of more registrants than anticipated, and the usual one hundred and one problems of running a major conference.

PAST PRESIDENT'S ANNUAL REPORT, continued

She was aided by a great committee (Wayne Whelan, co-chair) and came through the week with kudos from all. While the arrangements were outstanding, the consensus was that the program was stupendous. Program chair Nancy Gadbow and team produced four general sessions with minority speakers generally acknowledged to be among ACHE's best; one was made up of AAACE outstanding adult learners and another was a substitute! The program drew the largest number of minority professionals in Association history, and one of the largest total conference registrations, 141 individuals. The theme, speakers, and diverse participants produced a tension around the question of why Association officers and board were all white. Two regions (V and VI) discussed this issue and resolutions were presented to the president. In a special board meeting called to address the issue, the board responded with an invitation to the chair of the minority affairs committee to "sit with the board, at its mid-year meeting at Association expense, to assist it with the development of ways to make the leadership more representative of the Association at large. Thus, the meeting's theme was carried out successfully by the program committee, experienced by a large number of diverse participants, and had an impact upon Association affairs. Nothing could have been more appropriate form this president's point of view. All who played a role in this splendid outcome have my sincerest gratitude and good wishes!

The meeting ended with a magnificent banquet, music from Porgy and Bess, awards (including Meritorious Service to Wayne Whelan) and Special Recognition to the Kellogg Foundation) a fond farewell to our outgoing Executive Vice-President Roger Sublett and a welcome to next year's leaders, Lynn Penland (Interim Executive Vice-President and President John Michael Sweeney.

As I speak to you for the last official time in these pages, I want you to know how much I have treasured this last year in your service. The people of this Association are "the best"; keep up your good work and your learning and growing. ACHE is in good hands and looks forward to at least another fifty years of success and contribution. I'll look for you in Miami. God speed!

Peter K. Mills
Past President

APPENDIX J
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

PUBLICATIONS COMMITTEE REPORT
November 13, 1989

The items reviewed and discussed an the November 13, 1989 meeting of the Publications Committee are as follows:

1. **Prior meeting minutes.** The October 31, 1988 Publications Committee meeting minutes, ACHE annual meeting, Salt Lake City, were reviewed and approved.

2. **Annual reports.** Lynn Penland presented a report from the Executive Vice President's Office on the development of a new ACHE presentation folder, a redesigned ACHE brochure, the ACHE Constitution and By-Laws publication, the upgraded ACHE Directory and Five Minutes. Lynn Penland and Roger Sublett were commended on their successful efforts in adopting the new graphic identity for these ACHE publications.

   A written report submitted by Donna Queeney, editor, The Journal of Continuing Higher Education, was distributed. The report described steps being taken to redesign the Journal to be consistent with the new format of other ACHE publications.

   Jan Ropp Jackson, editor, 1989 Proceedings, provided a progress report. Jan was commended on the high quality of the 1988 Proceedings (ACHE annual meeting, Salt Lake City) which she edited. Jan also volunteered to be editor of the 1990 Proceedings (ACHE annual meeting, Miami).

3. **The Journal of Continuing Higher Education.** Reviewed new journal design formats submitted by Donna Queeney for cover and inside pages of the Journal. The committee indicated its preference for the column design formats for both cover and inside pages. The committee also recommended that a smaller, bookshelf size journal format might be explored assuming such a format would not exceed present costs.

   A copyright statement was agreed upon, as follows:

   > Copyright (logo), 1990, Association for Continuing Higher Education. All material in The Journal of Continuing Higher Education may be photocopied for the noncommercial purpose of educational advancement. Permission for multiple copies may be granted. Any commercial use is prohibited without the

PUBLICATIONS COMMITTEE REPORT, continued

written consent of the editor.

The committee expressed its view that journal manuscripts submitted for review need to be more consistent in terms of the style form being used by authors. Although the University of Chicago Manual of Style is being requested by the editor, manuscript copies received have not always been consistent with this style. Alternatively, the Committee tends to prefer the style form for manuscripts published in the Publication Manual of the American Psychological Association and wants to explore its possible adoption.

4. **Duplication of JCHE articles/manuscripts by profit and non-profit organizations**. Norris Bell will develop a small sub-committee to further review the draft statement of 2/2/88 addressing the subject of JCHE and other ACHE publication reprint policies and will make specific recommendations on this subject at the next meeting.

5. **Legislative issues**. Jan Jackson suggested that a section entitled "Legislative Update" might be included in Five Minutes or possible selected issues of The Journal.

6. **Publications workshop**. It was agreed that a publications workshop should be proposed for next year's ACHE annual meeting in Miami. Ron Sundberg will coordinate efforts with William Hine, chairperson, Research Committee.

7. **Recognition and appreciation**. The committee recognized and extended their gratitude and appreciation to the following individuals for their professional contributions to ACHE publications over the past year: Roger Sublett, editor, Five Minutes; Donna Queeney, editor, The Journal of Continuing Higher Education; and Jan Jackson, editor, Proceedings.

8. 1990 ACHE annual meeting. The publications committee plans to meet in Miami on Monday, October 29, 1990, from 7:30 to to 8:30 am. Room location to be announced.

Prepared and Submitted by:
Ronald E. Sundberg, Chair

APPENDIX K
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

RESEARCH COMMITTEE REPORT
1988-89

It has been a very busy and productive year for the ACHE Research Committee.

1. We disseminated information related to our national survey of ACHE members, which was conducted in 1988. The response to this survey has been very positive.

2. Two national research fellowships were awarded with stipends of $1,000.00 each. The results of this research will be presented at the 1991 meeting. The "winners" of the 1988 Research Grant were **Ms. Sandra Pearce** of Regina Sasketchewan, Canada, and **Ms. Dawn Ramsey**, Assistant Director for Continuing Education, GSU North Metro Center, Atlanta, Georgia. Their proposals were excellent and we look forward to seeing the results of their research.

3. The ACHE Research Committee solicited program proposals and selected four to be presented at the ACHE Research Committee session at the national meeting. The ACHE Research Committee will sponsor one session at each national meeting. This session will focus on new research.

4. The Chair of the ACHE Research Committee answered a number of questions from ACHE members with regard to current research topics and practices in continuing education.

5. The Committee held a meeting/breakfast at national meeting to plan next year's activity.

Submitted by:

William C. Hine, Chair

APPENDIX L
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

RESOLUTIONS
1989

Be it resolved that the Association in convention assembled express its congratulations and deep appreciation to Nancy Gadbow, chair of the 1989 Program Committee, and to her colleagues on the Program Committee for providing the Association with an outstanding opportunity to celebrate the differences among us and to consider education for a multicultural society as a new agenda for continuing higher education.

Be it resolved that the Association in convention assembled express its gratitude and appreciation to Abbie F. Smith, chair of the Local Arrangements Committee, to her colleagues on the committee, and to the College of Charleston for their intensive efforts and thorough planning in providing for our comfort and welfare. In spite of the ravages of a recent hurricane, the historic city of Charleston provided a hospitable and charming setting for the cultural and intellectual education of our members.

Be it resolved that the Association in convention assembled acknowledge its profound appreciation to President Peter K. Mills and to his Board of Directors for their strong leadership during 1988-89. His presidency and the contributions of the Board have paved the way for continuing educators within the Association to set a new agenda on their campuses which will enhance the educational opportunities for a multicultural society.

Be it resolved that the Association in convention assembled, in accord with the multicultural theme of the 1989 conference, support an Association leadership based upon the diversity of its membership and its society. Be it further resolved that the Association commit itself to the development of strategies that promote minority representation and leadership at the regional and national levels.

Be it resolved that the Association in convention assembled commend Jan Ropp Jackson, Editor of the Proceedings since 1987, for her leadership in the development of this high quality publication.

RESOLUTIONS, continued

Be it resolved that the Association in convention assembled commend Donna Queeney, Editor of The Journal of Continuing Higher Education, and her staff for their continual pursuit of excellence in the publication of the Journal.

Be it resolved that the Association in convention assembled express its appreciation to William Barton, Joseph Goddard, Leslie Jacobson, Gail Nelcamp, and Hal Salisbury. All are former ACHE Presidents who will be leaving the field of continuing education after many years of outstanding service. Through their personal commitment, leadership, and mentoring, they have given substantially of their time and energy to ACHE and to the field of continuing higher education. While we will miss their active leadership in our Association, we wish them well in their future endeavors.

Be it resolved that the Association in convention assembled notes with deep sadness the passing of Sherman V. N. Kent, Dean Emeritus of the Evening School of Rider College. Dr. Kent served in numerous leadership roles in ACHE including chair of region IV and a member of the ACHE Board of Directors. In 1988, he received the Meritorious Service Award from the Association. A key figure in the Alpha Sigma Lambda Adult Education Foundation, Dr. Kent continued to promote quality and excellence in continuing education even during his retirement years.

Be it resolved that the Association in convention assembled, notes with deep sadness and sympathy the passing of Ray Witte, Past President of ACHE and long-standing member from Delgado Community College, and Anthony Oliver, a member of ACHE from the University of New Mexico.

Be it resolved that the Association in convention assembled express its deep appreciation to Roger Sublett for his years of outstanding service to ACHE as its Executive Vice President from 1984 to 1989. With the help of a very competent and dedicated staff, Roger has enhanced and expanded the services provided by the Executive Vice President's Office. Because of his superior work in the execution of the many responsibilities of the Executive Vice President, the Association operates efficiently and effectively. Additionally, as a result of his commitment to the advocacy for continuing higher education, he has brought favorable recognition to ACHE and has established himself as a nationally-known professional in the field. While the Association

RESOLUTIONS, continued

will miss him, let it be known that he assumes his new role with our high regard and our good wishes.

Whereas this year is the first year in which Congress has allowed students enrolled less than half time to receive Pell Grants; and that the Labor, Health and Human Services and Education Subcommittee proposes to deny Pell Grants to those who are less than half-time students after January 1, 1990, be it resolved that the Association express its concern that financial aid will be denied to a deserving population of adult students, and that it communicate to the House and Senate Appropriations Committee the need to adequately fund the Pell Grant programs in order to serve the part-time student.

Whereas Senate Bill 1310 sponsored by Senator Paul Simon of Illinois and House Bill 1323, sponsored by Representative Tom Sawyer of Ohio, provide for (1) a cabinet-level council for literacy; (2) a national center for adult literacy; (3) doubling of funding of the Adult Education Act to $400 million dollars; and (4) teacher training incentives leading to full programs, be it resolved in convention assembled that the ACHE President write to key senators and representatives in order to express our support for these bills and to encourage them to co-sponsor the proposed legislation.

Whereas a broad spectrum of education beyond that required specifically to maintain job competence is needed to benefit all types of employees in the United States; and that employer-paid benefits is an important stimulus to education in the United States; therefore be it resolved that ACHE supports a permanent extension of section 127 of the Internal Revenue code in order to make all forms of tuition aid tax free; and that the Association duly notify the chairs of the House Ways and Means Committee and the Senate Finance Committee of the concern of this Association.

Submitted by:

Norma Long
Wayne Whelan
Nicholas Kolb, Chair

APPENDIX M
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

TWO-YEAR COLLEGE COMMITTEE REPORT
November 1989

The Two-Year College Committee was established this year by President Mills to encourage and support the membership of two-year institutions in the Association and to recommend appropriate program components specifically applicable to this sector of continuing higher education.

The following initiatives were undertaken this year:

> Contact was made with Program Committee Chair to suggest a general session speaker and to arrange for a roundtable session for representatives of two-year colleges and those interested in learning more about the involvement of two-year colleges in continuing higher education.
>
> An attempt was made to identify all institutional and professional members of the Association from two-year colleges. At the present time, this identifier is not coded into the membership list. The Committee will work with the home office in the coming year to make such identification possible.
>
> Conference brochures and letters of invitation were sent to each member of AACJE (American Association of Community and Junior Colleges) to encourage their attendance at the Charleston meeting and to increase their awareness of ACHE.

Submitted by:

S. Joseph Fantl
Paula E. Peinovich
Alan Thorpe
David M. Watt
Robert S. Hale, Chair

APPENDIX N
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Officers - 1988-89

President: Peter K. Mills, Nova University
President-Elect: John Michael Sweeney, Fairfield University
Vice President: Sam C. Bills, The University of Tennessee at Knoxville
Executive Vice President: Roger H. Sublett, University of Evansville

Board of Directors

Mary B. Benedetti, Trenton State College
Nancy F. Gadbow, Empire State College
Carol Holden, University of Miami
Reid A. Holland, Midlands Technical College
Jan Jackson, California State University, San Bernardino
Robert Miller, Philadelphia College of Textiles and Science
Gayla Shoemake, North Hennepin Community College
R. Oakley Winters, University of North Carolina
Hal Salisbury, Immediate Past-President, Trident Technical College

Editors

Donna Queeney, Editor
The Journal of Continuing Higher Education
The Pennsylvania State University

Jan Jackson, Editor
Proceedings (1988)
California State University, San Bernardino

Regional Chairs

Robert W. O'Connor, Bentley College (Region I)
Elaine Hayden, Lebanon Valley College (Region II)
Joseph V. Dumbra, Pace University (Region III)
Raymond W. Campbell, Thomas Jefferson Univ. (Region IV)
R. Oakley Winters, Univ. North Carolina-Charlotte (Region V)
William C. Hine, Eastern Illinois University (Region VI)
Robert G. Figg, University of Kentucky (Region VII)
Steven Schwegler, William Jewell College (Region VIII)
Jan Jackson, Cal. State Univ., San Bernardino (Region IX)
Frank Santiago, Brigham Young University (Region X)
Judith A. Fortune, Seattle Pacific University (Region XI)

APPENDIX O
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

PROGRAM AND LOCAL ARRANGEMENTS
Committee Members
1989 Meeting - Charleston

Program Committee Members

Nancy F. Gadbow, Empire State College; Chair
Walter Antoniotti, Franklin Pierce College
Sam C. Bills, University of Tennessee at Knoxville
Raymond W. Campbell, Thomas Jefferson University; Chair, Wednesday
Robert Colley, Syracuse University; Chair, Tuesday
Judith Donaldson, Writer/Consultant; Chair, Monday
Scott Evenbeck, Indiana University; Chair, Sunday
Ruby Hendricks, Jackson State University; Chair, Publicity
Benjamin Hodes, Duquesne University
Jan Jackson, Cal. State Univ., San Bernardino; Chair, Recorders
Michelle Magee, University of Miami
Edward W. Minnock, Washburn University
Paula Peinovich, Wayne County Com. Col.; Chair, Call for Papers
Frank Santiago, Brigham Young University
Abbie F. Smith, College of Charleston; Chair, Local Arrangements
Robert L. Stakes, University of Texas at El Paso

Local Arrangements Committee Members

Abbie F. Smith, College of Charleston; Chair
David Bowden, University of South Carolina
Susan Bridwell, University of South Carolina
Barbara Cook, University of Miami
Pat Ezell, The Citadel
Nancy F. Gadbow, Empire State College
Vann Gunter, Midlands Technical College
Peter K. Mills, Nova University
Martin Moseley, Trident Technical College (Retired)
Judy Sawyer, College of Charleston
Cleta Smith, Trident Technical College
Rogert Sublett, University of Evansville
Wayne Whelan, Trident Technical College
Ann Yancey, University of South Carolina

APPENDIX P
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

Year	Place	President	School
1939	New York	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stramm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian Univ.
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel University
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deters, S.J.	Xavier University
1964	St. Louis	Earnest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York, Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville
1969	Washington, DC	Raymond P. Witte	Loyola of New Orleans
1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph Goddard	University of Tennessee
1972	New York	William T. Utley	University of Nebraska
1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	Univ. of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee

ROLL OF PAST PRESIDENTS/ANNUAL MEETINGS, continued

Year	Place	President	School
1978	Fort Worth	James R. McBride	Canadian Bureau for International Education
1979	Toronto	Lewis C. Popham, III	State University of New York, Oswego
1980	Knoxville	Gail A. Helcamp	University of Cincinnati
1981	Los Angeles	Frank E. Funk	Syracuse University
1982	New Orleans	Leslie S. Jacobson	Brooklyn Colleg
1983	Dallas	Louis E. Phillips	University of Georgia
1984	Boston	Wayne L. Whelan	University of Tennessee
1985	Atlanta	Frank Santiago	Brigham Young University
1986	Philadelphia	Stanley J. Gwiazda	Drexel University
1987	Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988	Salt Lake City	Hal Salisbury	Trident Technical College
1989	Charleston	Peter K. Mills	Nova University

APPENDIX Q
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

CITATIONS FOR LEADERSHIP

Year	Place	Recipient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Daniel R. Lang Richard T. Deters
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard Adelie F.Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)

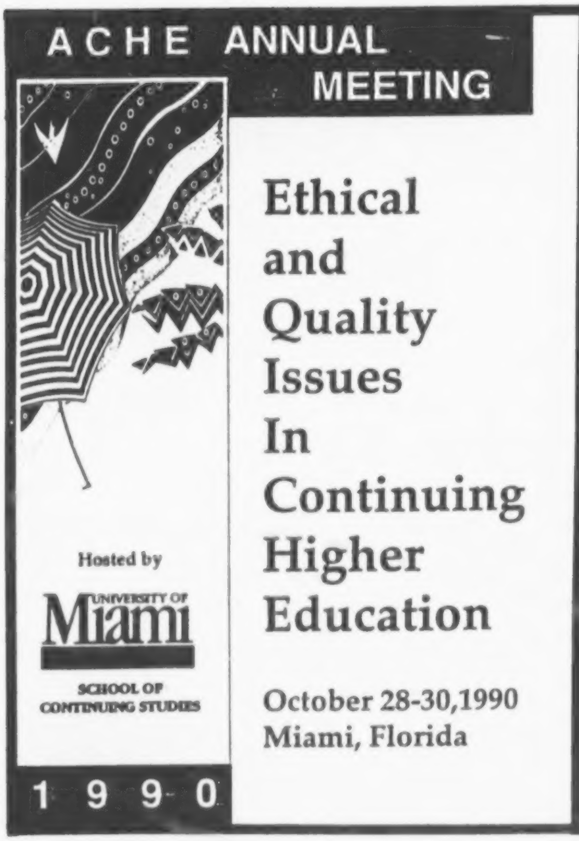
APPENDIX R
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

1990 Annual Meeting

FIFTY-SECOND ANNUAL MEETING

OF THE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION



ACHE ANNUAL MEETING

Ethical and Quality Issues In Continuing Higher Education

October 28-30,1990
Miami, Florida

Hosted by
University of Miami
School of Continuing Studies

1990

What are the challenges that continuing educators face as they design programs of quality and academic integrity for adults to take into the marketplace? How do we continue to be innovative and responsive to the needs of our clients while fulfilling our institution's mission? How do we qualify our faculty and prepare them to teach in our programs? How do we prepare the workforce in an academic environment? What are the appropriate roles of business and industry as we prepare that workforce? How do we meet the demands a changing environment and clientele place upon us? How do we assess and insure quality? By what standards are we held accountable?